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ABSTRACT

This report provides a summary and assessment of the results of the 1993-94 Priorities, Quality, and Productivity (PQP) initiative undertaken by the Illinois State Board of Higher Education and makes recommendations for consideration by the board to set directions for 1994-95. The first section describes state-level PQP activities in 1993-94. The second section provides an overview of campus and governing board actions taken during 1993-94 to increase productivity and improve quality in the areas of instruction, off-campus programming, administration and support, research and public service, and intercollegiate athletics. The third section assesses the actions taken by individual public universities, the community college system, and private colleges and universities and makes recommendations for 1994-95. The final section presents the staff's recommendations for board action to set directions for the PQP initiative during 1994-95. Two appendixes provide information on recent program changes at public universities (1992-1994) and guidelines for improving productivity in Illinois Higher Education. Contains 4 tables and 14 references. (MDM)

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STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

PRIORITIES, QUALITY, AND PRODUCTIVITY OF ILLINOIS HIGHER EDUCATION:
SUMMARY AND ASSESSMENT FOR 1993-94
AND RECOMMENDATIONS FOR 1994-95

The Priorities, Quality, and Productivity (P•Q•P) initiative is a statewide effort to set priorities in order to strengthen the quality and improve the productivity of Illinois higher education. Since its inception in October 1991 by the Board of Higher Education, the initiative has required intensive examination of multiple aspects of higher education and has involved parallel review and decision making at the campus, governing board, and state levels. In November 1993, the Board adopted the following resolutions to set directions for the initiative during 1993-94:

The Illinois Board of Higher Education hereby reaffirms its call for reinvestment in higher education's most important priorities including undergraduate teaching and learning, minority student achievement, affordability of higher education, and competitiveness of faculty and staff salaries. The Board hereby commends the actions taken pursuant to this goal by public universities, community colleges, and private colleges and universities. Continuing reinvestment must come about by focusing on each institution's distinctive mission, setting priorities in concert with this mission, and strengthening the quality of priority programs. A willingness to actively eliminate or consolidate lower quality programs or those which are not of the highest priority in relation to the institution's mission is essential to providing the resources for reinvestment.

The Illinois Board of Higher Education hereby requests that colleges and universities and their governing boards fully implement the productivity improvements described in their September 1993 reports. Further, the Board requests that colleges and universities and their governing boards accelerate their efforts to complete productivity improvements in areas not yet fully addressed.

The Illinois Board of Higher Education calls upon colleges and universities and their governing boards to engage the campus community in focusing efforts to achieve greater productivity improvements in 1993-94 by:

focusing instructional priorities and improving program quality and productivity;

utilizing benchmarks to focus efforts to achieve productivity improvements in administration and support services and in research and public service;

phasing out state support for intercollegiate athletics by the end of fiscal year 1996; and

reexamining priorities for off-campus programs, eliminating duplication among institutions, and working with other institutions and regional consortia to promote cooperative offerings and sharing of resources.

In November 1993, the Board also advised public university governing boards that 29 degree programs and one center for research and public service were no longer educationally or economically

justified, encouraged the Illinois Community College Board to eliminate community college programs determined to be no longer justified, and requested all institutions to become involved in the statewide studies of affordability and of faculty roles and responsibilities. Finally, the Board asked colleges and universities and their governing boards to report in August 1994 on the actions taken and results achieved during the 1993-94 Priorities, Quality, and Productivity initiative.

This report provides a summary and assessment of the results of the 1993-94 Priorities, Quality, and Productivity initiative and makes recommendations for consideration by the Board to set directions for 1994-95. The first section describes state-level P•Q•P activities in 1993-94. The second section provides an overview of campus and governing board actions taken during 1993-94 to increase productivity and improve quality in the areas of instruction, off-campus programming, administration and support, research and public service, and intercollegiate athletics. The third section assesses the actions taken by individual public universities, the community college system, and private colleges and universities and makes recommendations for 1994-95. The final section presents the staff's recommendations for Board action to set directions for the P•Q•P initiative during 1994-95.

State-Level P•Q•P Activities

During 1993-94, the Board of Higher Education pursued four areas to improve the quality and productivity of higher education statewide: the affordability of higher education, the roles and responsibilities of faculty members, the distinctive focus of each public university within the state system of higher education, and the integration of program review results into the P•Q•P process.

Committee to Study Affordability

In September 1993, the Board appointed a 17-member Committee to Study Affordability. The Committee was charged to examine alternatives and recommend policy directions to the Board to keep the cost of a college and university education affordable for future students and their families. During 1993-94, the Committee held public hearings, examined trends, and debated alternatives. In its final report, the Committee presents policy recommendations to enhance student academic preparation and progress in order to lower total college costs, to assist needy students in meeting college costs, and to keep future costs affordable for students and their families. In addition, the Committee presents four recommendations for ensuring progress in implementing its recommendations. The Board of Higher Education will consider adopting the Committee's policy recommendations at its November 1994 meeting.

Faculty Roles and Responsibilities

Faculty members are responsible for developing and carrying out the primary teaching, research, and public service missions of colleges and universities. Thus, the quality and productivity of faculty work and contributions determines the quality and, in large part, the productivity of the institution. During 1993-94, in consultation with the Board's Faculty Advisory Committee, the staff prepared three issue papers on faculty development, breadth of faculty contributions to colleges and universities, and incentive and reward systems that promote high quality faculty work. These issue papers served as the basis for discussion at workshops held at Sangamon State University and DePaul University in April 1994, which were attended by nearly 150 faculty members and academic administrators from across the state. The follow-up report, *Faculty Roles and Responsibilities--A Status Report* (May 1994), proposed a series of actions for campuses, governing boards, and the Board of Higher Education as part of the P•Q•P initiative during 1994-95. As indicated in section three of this report, some public universities have already begun to address these issues. Campuses and governing boards are asked to report on their efforts to further enhance faculty quality and productivity in their 1995 productivity reports.

The Focus and Priorities of Public Universities

In January 1994, the Board of Higher Education adopted focus statements that describe the distinctive strengths and contributions of each of the 12 public universities to Illinois higher education. Unlike campus-developed mission statements that set forth the campus' values and aspirations, the Board-adopted focus statements provide short-term directions for each campus within a statewide context. These focus statements are intended to serve as the foundation for campus planning. Within its annual Resource Allocation and Management Program (RAMP) submission, each campus is expected to develop a priorities statement which identifies its immediate priorities within the context of its focus statement. The priorities statement should guide decisions to allocate current funds and develop new programs and budget requests. Furthermore, each campus is expected to use the results of academic program reviews and its review of undergraduate education to distinguish among programs of higher and lower quality and higher and lower centrality as sources of funds for reallocation or as targets for reinvestment. In addition to each university's distinctive focus, all public universities are expected to advance the statewide priorities of improving undergraduate teaching and learning, minority student achievement, workforce preparation, affordability, and compensation for faculty and staff.

In its July 1994 RAMP submission, each public university provided a statement of its 1994-95 priorities. Copies of campus priority statements were provided to the Board of Higher Education in September 1994 (*Focus and Priorities Statements of Illinois Public Universities*). In general, campus priorities for 1994-95 were aligned with each campus' focus statement, and individual universities chose to emphasize particular aspects of their focus statements. Some universities provided detailed descriptions of their proposed funding and programmatic improvement actions within each priority, while other universities described both their priorities and actions to achieve them in such general terms that they will be of minimum use in making decisions.

In addition to their individual priorities, all 12 public universities addressed statewide priorities and identified specific actions to improve undergraduate education and to improve minority student access and achievement. All but one university also identified the construction, repair, or remodeling of facilities as a high priority in meeting instruction and research needs. In support of their priorities, almost all institutions included improving academic computing, information systems, and other uses of technology to support and enhance teaching and learning. Although universities reallocated funds to improve faculty and staff salaries during 1993-94 as a means of improving the quality of instruction, only three specifically indicated that improving salary competitiveness was a high priority. The relationship between individual university focus and priority statements and between these statements and 1994 productivity reports, fiscal year 1995 budget allocations, and fiscal year 1996 budget requests is discussed further in the third section of this report.

Public University Program Review

To integrate information from program review into campus, governing board, and state-level decision making in the P•Q•P initiative, the public university academic program review process was revised for 1993-94. The revised process calls for all public universities to submit reviews of similar programs the same year in an eight-year cycle and for staff to identify issues to be addressed in a statewide analysis prior to the campus reviews. The first programs reviewed under this revised process were health professions' education programs and programs in the biological sciences. The statewide analysis of health professions education was presented to the Board in May 1993, followed by adoption of revised policies on education for the health professions in September 1993. A statewide analysis of programs in the biological sciences, updating data in the *Statewide Analysis of the Productivity of Instructional Units at Public Universities* (September 1992), was provided directly to the public universities in December 1993. Campus reports on reviews of health professions and biological science programs were included in the RAMP submitted to the Board in July 1994.

The Board's policies on health professions' education called for increasing capacity in selected programs to meet increasing occupational demands and for the monitoring of other programs. During 1993-94, the public universities reviewed a total of 111 degree programs in the health professions, as well as seven related research and public service centers and institutes. A report on the implementation of the Board's policies on health professions' education will be presented to the Board in the coming months. Individual public university responses to the Board's policies and results of reviews of health professions' programs are discussed in section three of this report.

The October 1992 *Staff Recommendations on Productivity Improvements at Public Universities* recommended that one university consider eliminating three specialized baccalaureate programs in the biological sciences, five universities consider eliminating or consolidating master's programs, and two universities consider eliminating doctoral programs. Subsequently, one university consolidated three specialized master's programs into one, while the remaining universities decided to retain their programs. During 1993-94, the public universities reviewed a total of 82 degree programs in the biological sciences, as well as three related research and public service centers. At the baccalaureate level, enrollment grew by 32 percent, from 5,043 in fall 1989 to 6,663 in fall 1993, with each university maintaining or increasing enrollment during this period. The annual number of graduates increased by 12 percent, from 1,056 in fiscal year 1989 to 1,187 in fiscal year 1993. Fall enrollment in master's programs grew by 10 percent and in doctoral programs by 11 percent during this same period. Because 1992 program recommendations included several programs in the biological sciences and decisions on these programs have already been made, no adjustments to statewide capacity are recommended at this time. A summary of the results of individual public university reviews are presented in the third section of this report.

In July 1994, the statewide analyses of baccalaureate teacher preparation programs and of programs at all levels in English language and literature and in mathematics were presented to the Board. In their reviews of baccalaureate teacher preparation programs during 1994-95, public universities are asked to examine responses to changes in supply and demand, evaluate recruitment and retention efforts to increase the number of minority teachers, and evaluate the quality and effectiveness of their teacher preparation programs in addressing school reform issues. In their reviews of language and literature and mathematics programs, campuses are asked to identify specific actions taken to strengthen undergraduate communication or quantitative literacy skills, review the course sequences required of undergraduates preparing for teacher certification in these fields, and examine the job placement rates and employment patterns of graduates at all levels to determine if capacity adjustments are needed. Campus reports on these reviews will be submitted in July 1995 as part of each campus' RAMP submission.

Overview of 1993-94 P•Q•P Actions

Reinvestments in Priorities

The P•Q•P initiative calls for setting priorities in order to improve quality and increase productivity. The setting of priorities involves making decisions about what is essential and what is not and about what is of high quality and what is not. To improve quality and increase productivity, resources need to be shifted from nonessential and lower quality programs and services to essential and higher quality programs and services.

Tables 1 and 2 summarize sources of resources for reinvestment and priority areas in which resources were reinvested in fiscal year 1994 as reported by public universities. Each public university was requested to complete tables summarizing these data for their particular campus and include the tables in their Productivity Report. Instructions for completing the tables were included in revised RAMP Manual instructions.

Table 1 summarizes the sources of resources for reinvestment by functional category and shows that \$7.0 million, or 19.8 percent, of the reinvestments were generated by productivity improvements in instructional units. These reinvestments were generated from eliminations and consolidations of academic programs and other productivity improvements relating to specific academic programs. A total of \$4.2 million, or 11.8 percent of total reinvestments, was generated from productivity improvements in research and public service units. These reinvestments resulted from elimination, consolidation, or restructuring of organized research and public service centers and activities. A total of \$8.0 million, or 22.7 percent of total reinvestments, was produced from institutional productivity improvements that involved several academic units or academic support areas. Finally, \$16.2 million, or 45.8 percent of total reinvestments, was reinvested from productivity improvements in administrative areas, including financial and executive management, operations and maintenance, student affairs, and college-level administration.

Table 2 reports that public universities targeted reinvested funds to the highest institutional and statewide priorities. A total of \$16.7 million, or 47.1 percent of reinvested funds, was used to supplement incremental appropriations to improve faculty and staff salary competitiveness. Approximately \$6.2 million was used to improve the quality of undergraduate education, including adding undergraduate course sections and improving the interaction of undergraduate students with senior faculty. Significant reinvestments were also targeted to improve minority student achievement, support libraries and technological needs, purchase equipment, and address operations and deferred maintenance needs.

The 1994 *Accountability and Productivity Report for the Illinois Community College System* summarizes the system's efforts in response to the accountability initiatives of the Illinois Community College Board (ICCB) and the P•Q•P initiative of the Board of Higher Education.

Each of the 49 Illinois community colleges submitted a productivity report describing specific productivity improvement decisions made during the past year. The system summary classified productivity and accountability improvements into five functional areas: instructional units, academic and student support programs, overall academic functions, administrative functions, and public service. Together, the community colleges identified productivity improvements totaling \$23.7 million. Of this total, \$4.4 million were available from productivity improvements in instructional programs, \$1.4 million from academic and student support services, \$4.5 million from overall academic functions, \$10.3 million from administration, and \$3.1 million from public service programs.

Instruction

The primary mission of all colleges and universities in Illinois is instruction. Since September 1986, the Board of Higher Education has placed a high priority on improving teaching and learning at the undergraduate level. The public university focus statements adopted in January 1994 explicitly affirm the provision of high quality undergraduate education as a common public university priority. The public university focus statements describe each campus' distinctive instructional contributions, as well. Some focus statements describe unique strengths in disciplinary fields, such as teacher preparation at Eastern Illinois University and Illinois State University, public affairs at Sangamon State University, agriculture at the University of Illinois at Urbana-Champaign, or the full-range of health programs at the University of Illinois at Chicago and Southern Illinois University. Others focus on specific levels of instruction, such as undergraduate education at Chicago State University while the University of Illinois' comprehensive focus is to provide instruction at the bachelor's, master's, doctoral, and first-professional levels. Within its focus statement, each public university campus sets priorities among disciplines and levels of instruction in order to facilitate instructional efforts to improve the quality and productivity of those that are essential, unique, or of highest quality.

Table 1
ILLINOIS PUBLIC UNIVERSITIES
FISCAL YEAR 1994 SOURCES OF RESOURCES FOR REINVESTMENTS

(dollars in thousands)	Improvements in Productivity of Instructional Units	Improvements in Productivity of Research and Public Service Units	Improvements in Productivity of the Institution	Improvements in Productivity of Administrative Functions	Total Sources of Resources for Reinvestment
Board of Governors	\$ 2,362.9	\$ 94.1	\$ 1,956.2	\$ 5,620.0	\$ 10,033.2
Chicago State University	123.0	-0-	144.0	890.0	1,157.0
Eastern Illinois University	156.2	25.5	114.7	2,429.3	2,725.7
Governors State University	1,467.6	-0-	-0-	1,000.6	2,468.2
Northeastern Illinois University	501.9	-0-	409.5	407.9	1,319.3
Western Illinois University	114.2	68.6	1,288.0	892.2	2,363.0
Board of Regents	619.6	460.3	1,707.2	3,921.5	6,708.6
Illinois State University	327.8	-0-	-0-	2,215.8	2,543.6
Northern Illinois University	25.5	61.7	1,707.2	1,203.1	2,997.5
Sangamon State University	266.3	398.6	-0-	502.6	1,167.5
Southern Illinois University	586.5	852.9	67.2	2,204.4	3,711.0
Carbondale	151.5	167.6	-0-	406.7	725.8
School of Medicine	354.0	141.0	-0-	554.0	1,049.0
Edwardsville	81.0	544.3	67.2	1,243.7	1,936.2
University of Illinois	3,442.0	2,765.3	4,317.0	4,499.6	15,023.9
Chicago	1,180.2	517.4	1,021.2	4,057.0	6,775.8
Urbana/Champaign	2,261.8	2,192.7	3,250.7	100.8	7,806.0
Central Administration	-0-	55.2	45.1	341.8	442.1
Total	\$ 7,011.0	\$ 4,172.6	\$ 8,047.6	\$ 16,245.5	\$ 35,476.7

Source: Public Universities 1993-94 Productivity Reports

Table 2
ILLINOIS PUBLIC UNIVERSITIES
FISCAL YEAR 1994 REINVESTMENT OF RESOURCES

(dollars in thousands)

	Undergraduate Education	Minority Student Achievement	Salary Competitiveness	Library Support	Technology Enhancement	Cost Increases/ Equipment	Operation/ Maintenance/ Of Buildings	Other	Total Reinvestment of Resources
Board of Governors	\$ 2,904.6	\$ 504.2	\$ 5,367.8	\$ 8.1	\$ 246.8	\$ 819.2	\$ 51.0	\$ 131.5	\$ 10,033.2
Chicago State University	217.0	92.0	848.0	-0-	-0-	-0-	-0-	-0-	1,157.0
Eastern Illinois University	476.7	79.0	1,389.0	-0-	-0-	714.0	-0-	67.0	2,725.7
Governors State University	1,467.6	120.0	697.5	8.1	175.0	-0-	-0-	-0-	2,468.2
Northeastern Illinois University	44.1	181.7	997.0	-0-	-0-	-0-	51.0	45.5	1,319.3
Western Illinois University	699.2	31.5	1,436.3	-0-	71.8	105.2	-0-	19.0	2,363.0
Board of Regents	1,152.8	274.9	3,340.3	100.0	50.3	703.0	445.0	642.3	6,708.6
Illinois State University	232.0	125.0	1,185.5	-0-	-0-	415.0	250.0	336.1	2,543.6
Northern Illinois University	346.3	123.5	1,625.6	100.0	50.3	288.0	195.0	268.8	2,997.5
Sangamon State University	574.5	26.4	529.2	-0-	-0-	-0-	-0-	37.4	1,167.5
Southern Illinois University	395.5	70.0	1,660.0	153.2	214.4	475.6	263.0	479.3	3,711.0
Carbondale	195.5	-0-	-0-	141.0	136.4	162.6	-0-	90.3	725.8
School of Medicine	-0-	-0-	660.0	-0-	-0-	-0-	-0-	389.0	1,049.0
Edwardsville	200.0	70.0	1,000.0	12.2	78.0	313.0	263.0	-0-	1,936.2
University of Illinois	1,720.0	118.8	6,344.3	744.0	1,378.4	154.6	2,602.0	1,961.8	15,023.9
Chicago	180.0	118.8	2,796.7	250.0	100.0	109.5	1,900.0	1,320.8	6,775.8
Urbana/Champaign	1,540.0	-0-	3,150.6	494.0	1,278.4	-0-	702.0	641.0	7,806.0
Central Administration	-0-	-0-	397.0	-0-	-0-	45.1	-0-	-0-	442.1
Total	\$ 6,172.9	\$ 967.9	\$ 16,712.4	\$ 1,005.3	\$ 1,889.9	\$ 2,152.4	\$ 3,361.0	\$ 3,214.9	\$ 35,476.7

Source: Public Universities 1993-94 Productivity Reports

Preliminary data provided by public universities as part of their fiscal year 1996 RAMP submission indicate that total state- appropriated expenditures by public universities for instruction increased from \$505.5 million in fiscal year 1993 to \$529.3 million in fiscal year 1994, an increase of \$23.8 million, or 4.7 percent. During the same period, total state appropriated expenditures, excluding hospital services, increased \$39.9 million, or 3.1 percent. Appropriated expenditures for instruction increased from 38.9 percent of total expenditures in fiscal year 1993 to 39.5 percent of total expenditures in fiscal year 1994. These data, coupled with the data presented on Tables 1 and 2, indicate that public universities are targeting reinvestments to high priority instructional programs.

In November 1992, the Board of Higher Education endorsed the October 1992 *Staff Recommendations on Productivity Improvements at Public Universities*, including recommendations that public universities consider eliminating a total of 190 degree programs and consider consolidating or reducing capacity in other programs of comparable scope. These recommendations were based on trends in enrollment, degrees conferred, occupational demand, and instructional costs; quality concerns expressed in previous program reviews; and centrality to the university's mission. In response to these recommendations and additional reviews at the campus level, public universities eliminated, consolidated, or restructured programs and academic units. Appendix A provides a list of the program changes reported in productivity reports that have been completed to date at public universities. Additional eliminations and reductions of programs and academic units have been proposed and are being considered in the formal processes on campuses.

In November 1993, the Board of Higher Education advised public university governing boards that 29 degree programs and one research and public service center were "not educationally and economically justified" according to the Board's statutory authority. Of the 29 degree programs, eight were baccalaureate, 12 were master's, and nine were doctoral programs. Table 3 provides a list of these programs and indicates the action taken by each university and its governing board. As the table indicates, one baccalaureate, one master's, two doctoral programs, and the center were, or are in process of being, eliminated; seven other programs are still being reviewed by the campuses offering them; and governing boards chose to retain the remaining 18 programs.

The Board of Higher Education has statutory authority to review public institution instructional programs and to communicate to governing boards any programs that the Board finds to be educationally and economically not justified based on its review. Governing boards have the responsibility for final decisions about program elimination. The program decisions made as a part of P•Q•P have conformed to the statutory program review process. Therefore, the staff recommends that the Board of Higher Education not pursue any further its recommendations on the 29 programs identified as being no longer economically and educationally justified. Staff believes that in a number of cases, however, decisions were made to retain programs based primarily on campus considerations and without consideration of broader issues and statewide perspectives. Therefore, these programs should be reexamined in the course of cyclical program review. Table 4 provides a schedule for the review of programs in the coming years. The staff recommends that the governing boards review the process by which they examine those programs recommended as no longer educationally and economically justified.

Community Colleges identified over 475 reinvestment and quality enhancing activities in the instructional area during fiscal year 1994. Thirty-one colleges withdrew or deactivated 164 degree and certificate programs and 18 colleges added a total of 40 degree and certificate programs. Information on enrollments, program review, labor market information, occupational follow-up studies, and the employment tracking system were used in making these decisions.

Table 3

ACTIONS ON PROGRAMS NOT EDUCATIONALLY OR ECONOMICALLY JUSTIFIED

Chicago State University	
M.S.Ed. in Bilingual/Bicultural Education	Retained
Eastern Illinois University	
B.A. in German	Retained, to be consolidated with two related programs.
M.S. in Technology	Retained
Master of Business Administration	Retained
Governors State University	
M.A. in Music	Eliminated
Northeastern Illinois University	
B.S. in Physics	Retained
M.S. in Earth Science	Retained
M.Ed. in Teaching of Language Arts	Retained
Western Illinois University	
M.S. in Industrial Technology	Retained
Illinois State University	
Master of Music and Master of Music Performance	Retained (Two sequences in fine arts are to be eliminated)
Ed.D. in Art Education	Eliminated
Ph.D. in Biological Sciences	Retained
Northern Illinois University	
Ed.D. in Special Education	Pending (At least one doctoral program in education is to be eliminated.)
Ph.D. in Geology	Retained
Ph.D. in Economics	Retained
Southern Illinois University at Carbondale	
B.S. in Consumer and Family Management	Eliminated
M.S. in Administration of Justice	Retained
Ph.D. in Education (Physical Education)	Elimination proposed
Ph.D. in Sociology	Retained
Ph.D. in Political Science	Retained
University of Illinois at Urbana-Champaign	
B.S. in Astronomy	Retained
B.S. in Biophysics	Retained ¹
B.S. in Entomology	Retained ¹
B.S. in Food Industry	Pending ²
B.S. in HRFS (Foods and Nutrition)	Pending ²
M.S. in Foods and Nutrition	Pending ²
Ph.D. in Foods and Nutrition	Pending ²
M.S. in General Human Resources and Family Services	Pending ²
Center for Instructional Research and Curriculum Evaluation	Elimination in process

¹The University indicates the B.S. in Biophysics and B.S. in Entomology are not separate programs but options in a more general baccalaureate degree program in biology.

²A reorganization of the College of Agriculture has been proposed. After approval by the Faculty Senate and the Board of Trustees, proposals to eliminate, consolidate, and restructure these and other degree programs will be completed and forwarded for action.

Table 4

PROGRAM REVIEW SCHEDULE

	CIP Codes	Disciplines	Statewide Analysis Distributed
Group 1 Submission July 94	51 12 26	Health Professions & Related Sciences Personal and Miscellaneous Services Biological Sciences	July 93
Group 2 Submission July 95	13UG 23 27	Education: Teacher Preparation & other undergraduate programs English Language & Literature/Letters Mathematics	July 94
Group 3 Submission July 96	13G 22 25	Education: Graduate Programs Law & Legal Studies Library Sciences	July 95
Group 4 Submission July 97	49 47 15 01,02,03 19,20 30 38 42 24	Transportation Mechanics & Repairers Engineering Technology Agriculture & Natural Resources Home Economics Multi-Interdisciplinary Studies Philosophy & Religion Psychology Liberal Arts & Sciences, General Studies	July 96
Group 5 Submission July 98	52 08 16	Business Marketing Foreign Languages	July 97
Group 6 Submission July 99	44 43 45	Public Administration & Services Protective Services Social Sciences & History	July 98
Group 7 Submission July 2000	09,10 31 05 50	Communications & Com Technologies Parks, Recreation, Leisure, & Fitness Studies Area Studies Visual & Performing Arts	July 99
Group 8 Submission July 2001	04 14 11 40	Architecture & Design Engineering Computer & Info Sciences Physical Sciences	July 2000

Community colleges continued to reinvest in statewide priorities during fiscal year 1994 including improvements in teaching and learning, requirements of a changing workforce, student services for an increasingly diverse population, business alliances, and school-to-work and transfer and articulation initiatives.

In conclusion, significant progress has been made by public universities and community colleges in focusing program priorities. Efforts to refine program priorities and improve the quality of instruction need to continue at the campus governing board level supported by statewide analyses and program review.

Off-campus Programming

In November 1993, the Board asked colleges and universities to examine their off-campus programs, to take action to eliminate duplication among institutions, and to work with other institutions and regional consortia to promote cooperative offerings and the sharing of resources. In their 1994 productivity reports, only two public universities indicated they reviewed their off-campus programming. Northern Illinois University consolidated its off-campus offerings, eliminating a total of 61 off-campus sites. Sangamon State University eliminated programs in nursing in Peoria and business in Decatur. In the coming year, additional efforts are needed to examine priorities for off-campus instruction, eliminate duplication, and share resources.

Administration and Support Services

The growth in administrative and support costs in relation to the growth of the primary missions of the institutions was a disturbing trend that provided much of the impetus for early productivity goals and actions. In November 1993, benchmarking analyses identified specific functional areas at each public university which had potential for productivity improvement. Nearly all public universities responded to the analysis either by describing university efforts to improve the productivity of functional areas or by providing additional analysis or rationale for the current expenditure level. Either response was an appropriate reply to the Board's request that each campus perform a detailed self-examination of the specific administrative and support areas identified for possible productivity improvements.

Improving the productivity of administrative and support services continues to provide significant reinvestment opportunities for colleges and universities. According to public universities' productivity reports, reinvestments of \$16.2 million, or 45.8 percent of total reported productivity improvements, were from administrative functions. For community colleges, reinvestments of \$10.3 million, or 43.5 percent of total reported productivity improvements of \$23.7 million, were from administrative functions. The following sections describe specific productivity improvements in administration and support services at each campus.

In July 1993, the Board of Higher Education received a report, *An Analysis of Public University Administrative and Support Functions*. The report grouped public university support services into four broad categories: Support for the Academic Mission, Student Services, Institutional Management and Support, and Operations and Maintenance of the Physical Plant. Preliminary fiscal year 1994 expenditure data indicate an increase in total state-appropriated expenditures of 3.1 percent from fiscal year 1993 to fiscal year 1994. During this period, expenditures for Support for the Academic Mission increased 1.0 percent, Student Services increased 5.0 percent, Institutional Management and Support increased 6.6 percent, and Operations and Maintenance increased 2.6 percent. Several institutions identified support areas such as libraries and deferred maintenance as high priority areas targeted for institutional reinvestment. Other support areas such as Institutional Management and Support should be more closely examined by institutions to determine the underlying causes of expenditure increases.

In conclusion, during 1994-95 colleges and universities should continue to use benchmarks and other comparative measures to evaluate the quality and cost effectiveness of administrative and support activities. The Board staff will provide additional expenditure and benchmarking analyses to assist colleges and universities in these efforts. In addition, colleges and universities should continue to identify state-level processes and procedures that restrict institutional efforts to improve productivity and forward suggestions for changes to those processes and procedures to Board staff.

Research and Public Service

In November 1993, the Board resolved that colleges and universities should examine research and public service expenditures to focus efforts to achieve productivity improvements using benchmark analyses. The November 1993 report identified institutions with high potential for productivity improvement. Table 1 shows that public universities identified \$4.2 million available in fiscal year 1994 from productivity improvements in organized research and public service activities that were reinvested in higher priority programs and activities.

Preliminary fiscal year 1996 RAMP expenditure data show that state-funded expenditures for research decreased from \$142.6 million in fiscal year 1993 to \$139.0 million in fiscal year 1994. Research expenditures decreased from 11.0 percent of total expenditures to 10.4 percent of total expenditures. Preliminary data also show that public universities, on average, increased the ratio of external funds to state funds for organized research from \$2.06 to \$2.10. During the same period, state-funded expenditures for public service increased from \$66.3 million to \$68.3 million, maintaining 5.1 percent of total state-funded expenditures. The ratio of external funds to state funds for public service decreased from \$2.82 to \$2.79. These preliminary data indicate that reinvestments of state funds from organized research have outpaced reinvestments from public services. It should be noted, however, that state total public service expenditures are driven, in large part, by reinvestments for direct patient care at the University of Illinois hospitals and cooperative extension services. Campus-based productivity improvements are included in the campus-specific summaries in the following sections.

Each college and university should continue to examine research and public service expenditures in relation to the campus' focus and priorities. Board staff will include an analysis of research and public service expenditures and productivity measures as part of an overall analysis of public university expenditures during the coming year.

Intercollegiate Athletics

In November 1992, the Board of Higher Education adopted a resolution directing each public university to eliminate state funding for intercollegiate athletics programs. In March 1993, the Board identified approximately \$7.4 million in state funding for public universities that could be reallocated from intercollegiate athletics to higher institutional priorities. In November 1993, the Board reaffirmed its directive to eliminate state support for intercollegiate athletics by the end of fiscal year 1996 and added that, in achieving this goal, institutions should not substitute increases in student fees to offset state funds currently allocated to support intercollegiate athletics.

Based on preliminary expenditure data provided in public universities' fiscal year 1996 RAMP submissions, all public universities, except Chicago State University and Northeastern Illinois University, spent less state funds for intercollegiate athletics in fiscal year 1994 than in fiscal year 1992. Chicago State University expended \$411,800 in state funds for intercollegiate athletics in fiscal year 1992 and \$413,000 in fiscal year 1994. Northeastern Illinois University increased state support for intercollegiate athletics from \$355,600 in fiscal year 1992 to \$413,600 in fiscal year 1994.

In fiscal year 1994, four of the nine public universities with mandatory athletic fees increased fees, and for fiscal year 1995, five of the nine public universities increased mandatory athletic fees.

In addition, Sangamon State University implemented a new athletic fee of \$72.00 per year. Over the two-year period, fiscal year 1993 to fiscal year 1995, only Eastern Illinois University and Southern Illinois University at Carbondale did not increase athletic fees. Increases in athletic fees ranged from an increase of 5.1 percent at the University of Illinois at Chicago to 40.6 percent at Northeastern Illinois University. During this two-year period, Illinois State University increased its athletic fee 27.5 percent and Northern Illinois University increased its athletic fee 33.5 percent.

In response to the Board's resolution, the Board of Governors initiated a study of intercollegiate athletics. The Board of Governors concluded that limited use of state support for intercollegiate athletics was appropriate and recommended that a spending cap of 1.5 percent of state appropriations be implemented for intercollegiate athletics.

It is clear that certain institutions shifted funding for intercollegiate athletics from state funding to student fees. This practice contradicts the Board's intent to reinvest state funds from intercollegiate athletics to higher priorities and to encourage program changes and productivity improvements in intercollegiate athletics that do not add to students' financial burden. During the coming year, institutions should continue to examine athletics programs for productivity improvements in program offerings, scheduling, and conference affiliations. Board staff will continue to monitor progress made by public universities in eliminating state support for intercollegiate athletics and will prepare a report on intercollegiate athletics for the Board in Spring 1995.

Assessment of Institutional Actions in 1993-94 and Recommendations for 1994-95

Chicago State University

Chicago State University is organized into three divisions: Academic Affairs, Administrative Affairs, and Institutional Advancement. The academic affairs division, in turn, comprises the Colleges of Arts and Sciences, Business, Education, and Nursing and Allied Health Professions. In fall 1993, the University enrolled 9,507 students, an increase of 58 percent over fall 1988. At the end of fiscal year 1994, the University offered 36 bachelor's and 15 master's degree programs.

Productivity improvements reported by Chicago State University totaled \$1.2 million. However, only \$227,000, or 19.6 percent of the reported amount, was the result of decisions to eliminate, reduce, or consolidate lower priorities. The largest component of the University's reinvestments came from unfilled positions and other sources not associated with priority decisions.

Priorities. Chicago State University identified seven priorities in its priorities statement addressing the achievement of underrepresented students, undergraduate instruction, and the economic development of the community. Specifically, the University's priorities are to provide higher education opportunities to underrepresented populations, to retain and graduate students through academic safety nets, to provide students opportunities for career advancement, to contribute to the social welfare of the community, to support faculty development, to achieve excellence in undergraduate instruction, and to develop a residence hall. The priorities statement reflects the University's focus statement. Reinvestment in programs to increase minority student achievement is particularly noteworthy as the University experienced increases in retention and graduation rates between fall 1988 and spring 1994. As reported by the University, the one-year retention rate for this period increased from 55 percent to 66 percent, and the two-year retention rate increased from 35 percent to 50 percent. The six-year degree completion rate increased from 17 percent in 1989 to 23 percent in 1993.

Consistent with the statewide initiative to examine faculty roles and responsibilities, the University established several faculty enrichment activities and an internal grant program designed to help faculty improve classroom teaching, incorporate critical thinking into the curriculum, and develop

innovative programs to enhance student retention. The University did not report on affordability initiatives or on off-campus programs in its 1994 productivity report.

Instruction. In October 1992, it was recommended that three undergraduate and four graduate programs be considered for elimination. The University eliminated the three undergraduate programs and retained the four graduate programs. The University decided to retain master's programs in geography, history, and biology and established enrollment and degree goals for the programs. The University surpassed enrollment goals for the M.A. in Geography, although degree completion did not match goals and remains low. The University maintains that this program is important as the only master's program in geography serving a predominantly minority population and because it is closely linked to the University's Neighborhood Assistance Center, a community outreach priority. The master's programs in history and biology met enrollment and degree goals. Quality improvements in history include curriculum changes in response to student feedback, while productivity improvements in biology resulted from merging two options. Degree production in the master's program in biology has improved.

In November 1993, the Board of Higher Education advised the Board of Governors that the M.S.Ed. in Bilingual/Bicultural Education offered by Chicago State University was no longer educationally or economically justified. In response, the University took steps to increase enrollment from 18 students in fall 1993 through a federal grant to provide scholarships for 40 students, and the curriculum was redesigned to prepare practicing teachers for bilingual certification. The Board of Governors has decided to retain the program. Concerns about the need for the program, enrollment levels, rates of completion, and the quality of the redesigned curriculum should continue to receive attention and should be addressed in the next comprehensive program review.

As part of its regular review of programs during fiscal year 1994, the University reviewed the M.S. in Biology, discussed above, and the B.S. in Biology. Undergraduate enrollment doubled since 1989, from 124, to 246 in fall 1993. However, it was shown that the biology program has one of the lowest degree completion rates. The University responded to concerns about the low completion rate by initiating a variety of services to increase retention, including the use of course assistants, tutors, study groups, mentoring programs, resource guides, internships, computerized tutorials, enhanced advising, and teaching practicals.

Bachelor of Science programs in Occupational Therapy, Nursing, and Health Information Administration all experienced strong enrollment increases since 1989, but continue to show low degree production. The University is addressing retention concerns through faculty mentoring, peer tutoring, computerized tutorials, study skills practice, enriched advising, and student achievement tracking. The University is also upgrading equipment and library holdings, increasing full-time faculty, adding computer hardware and software, and increasing academic advising. The University believes these changes contributed to an improvement in the pass rate on the nursing certification examination, from 62 percent in 1990 to 100 percent in 1993. However, pass rates on certification examinations for graduates of occupational therapy and health information administration, while improved, remain low.

Administration and Support. Since 1992, the University has restructured academic departments, reducing the total from eight departments to four. In its 1994 productivity report, the University reported productivity savings and reinvestments of \$890,000 from administrative and support functions. However, most of this amount, \$848,000, was the result of reallocating funds from vacant positions, travel, commodities, and equipment budgets into faculty and staff salary increases.

In addition, the November 1993 report suggested that the University should examine executive management, financial management, and superintendence of operation and maintenance of the physical plant, areas with high potential for reallocation, and that student services expenditures also

should be reviewed. The University did not address any of these areas with high potential for reinvestment in its 1994 productivity report.

Research and Public Service. The University reported that it is seeking external funding for its two public service units: the Neighborhood Assistance Center and the Gwendolyn Brooks Center for Black Literature and Creative Writing. Since these two units are new, the University reported that it was too early to determine productivity improvements. Therefore, no assessment of their productivity was offered in the 1994 productivity report. The University reported that expenditures for research and public service declined 35 percent between fiscal years 1991 and 1994, without indicating the priority decisions that led to this change.

Intercollegiate Athletics. In fiscal year 1994, the University reduced state-appropriated funds for intercollegiate athletics by \$52,000. The University maintains that athletic programs are important for student identification with academic work. The University's estimated expenditures for intercollegiate athletics totaled \$399,138, or 1.1 percent of state-appropriated funds, which is consistent with the Board of Governors' policy.

Conclusions and Recommendations. The University is commended for enrollment increases and, more importantly, for recent improvements in overall retention and graduation rates. As an institution with a predominantly minority student enrollment, the University has made a significant contribution to the statewide priority of increasing minority student achievement. Where retention and graduation rates are low for individual programs, the University should continue to examine program quality and strength in light of other priorities.

Although the University achieved efficiency in many academic and administrative functions during 1993-1994 because of enrollment growth, most of its reallocations resulted from normal turnover and related economies, not as a result of decisions to reallocate dollars from lower to higher priorities. The University did not link the P•Q•P process to its planning process and did not use the P•Q•P process to address problems associated with increases in enrollment. The University has taken only limited steps to reduce or eliminate programs and activities of lesser priority in order to reinvest resources in its well-defined priorities. Like institutions with stable enrollment, Chicago State University needs to focus its priorities and use its resources to establish and maintain quality in its programs and services.

Eastern Illinois University

Eastern Illinois University is organized into four administrative areas: Academic Affairs, Student Affairs, Business Affairs, and Institutional Advancement. The University has reorganized into four colleges: Arts and Humanities, Sciences, Business and Applied Sciences, and Education and Professional Studies, as well as the School of Adult and Continuing Education and the Graduate School. The University offers a total of 64 degree programs, including 44 baccalaureate, 18 master's, and two advanced education specialist programs. In fall 1993, the university enrolled 11,395 students: 10,006 (88 percent) undergraduates and 1,389 (12 percent) graduate students. In fiscal year 1993, 2,169 students earned baccalaureate degrees and 518 earned master's degrees.

In fiscal year 1994, the University reported that it reallocated more than \$2.7 million to higher priorities: preserving its focus on undergraduate education (\$345,500); continuing to expand opportunities and achievements of minority students (\$79,000); remaining affordable to students; and compensating adequately its faculty and staff (\$1,389,000). In other actions in fiscal year 1994, additional funds were reallocated to sick leave and early retirement payouts (\$714,000) and international student services (\$67,000). The campus's priorities are consistent with its focus statements and support statewide priorities.

Priorities. Eastern's three priorities are to improve the quality of education, especially at the undergraduate level; to enhance the quality of students and student life; and to preserve and enhance the campus' teaching, learning, and working environment.

In specific actions, the University reinvested \$300,500 to bolster both its general education program and support student services. More general education and upper-division course sections will be offered to assist in timely degree completion. Plans to limit enrollment to between 10,000 and 10,200 full-time-equivalent students and to link academic advising, counseling, and testing to promote student recruitment and retention are also underway. Between fiscal year 1993 and fiscal year 1994, the campus reallocated contractually assigned duties from administration, research, or service activities to support instruction. Increasing the number of minority students at Eastern is also a high priority. Eastern's minority student population increased slightly over the previous year; analysis of longer-term data reveals that Eastern's minority student proportion of the total student population increased two percent from fall 1984 to fall 1994.

Instruction. Since fall 1992, the campus eliminated one master's program, consolidated three master's program into one M.S. in Biological Sciences, and eliminated two baccalaureate program options. In November 1993, the Board of Higher Education advised the Board of Governors that the B.A. in German, M.S. in Technology, and Master of Business Administration (M.B.A.) offered by Eastern Illinois University were no longer educationally or economically justified. The University and the Board of Governors decided to retain the two master's programs and consolidate the baccalaureate with related programs. Eastern plans to consolidate its bachelor's degrees in French, Spanish, and German into a single bachelor's degree in foreign languages. Concerns remain about both the quality and enrollment levels of the M.S. in Technology degree. A significant portion of Eastern's enrollment in the technology program was at the Chanute Air Force Base in Rantoul which has closed. To improve enrollment, Eastern requested approval to offer the program off-campus in the Richland Community College district, citing student demand in its greater service area as rationale for the program's continuance. In future program review, the University should address the adequacy of resources to maintain a high quality program.

The M.B.A. program was found not economically or educationally justified because of high program costs and low enrollment. Another major concern was that resources had been drawn away from the undergraduate business program and directed toward the M.B.A. program, in part to enable the M.B.A. program to gain accreditation. This concern over resources remains and should be addressed in future program review.

No mention was made in the 1994 productivity report of the continuing review of the B.A. in Technology Education program, as expected from the 1993 productivity report. Statewide analysis in 1990 indicated low occupational demand for secondary teachers in technology programs. The University briefly addressed the area of off-campus programming in its 1994 productivity report. Distance learning initiatives are being developed to take advantage of the telecommunications systems in the regional Illinois Prairie Higher Education Consortium.

Administration and Support. Because the campus's fiscal year 1992 administration and support expenditures were higher than average in the subcategories of departmental administration, public relations and development, superintendence of operations and maintenance, and custodial care and utility support, the campus was asked to review these areas for potential savings.

The University addressed departmental administration through the consolidation of six colleges into four which effectively eliminated two administrative offices. In addition, administrative positions were consolidated or eliminated in three other areas. Other initiatives reported by the University increased quality, including the consolidation of student teacher coordination in the College of Sciences, consolidation of the enrollment management division and students services division, and computerization of registration in Career Planning and Placement. A total of \$446,500 from these

initiatives was reinvested in undergraduate general education, the honors program, disability services, distance learning, minority student achievement, and international student services.

The University also reported in its 1994 productivity report that approximately \$2.1 million were reallocated to faculty and staff salary increases and sick leave and early retirement payouts from the elimination and downgrading of vacant positions, the charging of costs to sources other than state-appropriated funds, and centralized planning funds. The elimination and downgrading of vacant positions was not tied to productivity improvement or to a determination that the programs or services were lower priorities.

The University also participated in the National Association of College and University Business Officers (NACUBO) *Benchmark Survey*, with the intention of using data from this study to develop performance indicators on approximately 38 administrative and support processes and functions. Areas under investigation include admissions, financial aid, accounts payable, human resources, information technology, facilities, and the library. The study will be completed in January 1995, with recommendations for productivity improvements to follow.

Productivity improvements were also begun in the custodial area, where the University has already completed an initial study of custodial manpower and has suggested improvements. A further, more detailed study has been proposed and the University is currently reviewing service levels. In the area of utility improvements, the campus has undertaken three major initiatives. First, it has completed the conversion begun in fiscal year 1992 from steam to coal and expects the lower cost of this fuel to result in savings over time. Second, it is participating in the Governor's Energy Efficiency Pilot Project. And third, the University has arranged for an energy audit of the campus under a self-funding arrangement which uses annual energy savings to fund capital improvements. Public relations and development were not mentioned in Eastern's 1994 productivity report.

Research and Public Service. In the 1993 productivity report, Eastern reported that all public service activities would be examined to ensure cost-effectiveness and to determine whether they could become self-supporting. In the 1994 productivity report, the University did not report any results from this examination and noted a reallocation of \$25,500 from the Business Development Center to instructional programs, without further explanation. The University also identified a total of \$266,000 in productivity improvements as potential long-term gains from this review of public service programs and activities. Although neither organized research nor departmental research were mentioned as sources of reinvestment, the campus survey of faculty workloads reported that less than ten percent of faculty time was devoted to research activities.

Intercollegiate Athletics. In its 1994 productivity report, the University, in concert with the recommendation of the Board of Governors, maintained the position that support for intercollegiate athletics from state-appropriated funds should continue. Although the University transferred three coaches' salaries to non-appropriated funds, the University did not decide to reduce, consolidate, or eliminate offerings based on its priorities.

Conclusions and Recommendations. The University is commended for its use of the NACUBO Benchmark Survey in its assessment of the productivity of support functions. Eastern has also made a significant productivity improvement through its consolidation of six academic colleges into four. In its fiscal year 1994 actions, however, a majority of the reallocations were not tied to priority decisions. In addition, the University did not address research and public service as areas for potential productivity improvements. The University should follow up on the results of the study of custodial manpower needs and examine public relations and development expenditures, areas with high potential for reinvestment. Finally, although the University took steps to reduce state funds for intercollegiate athletics, further efforts are needed over the next two years.

Governors State University

Governors State University is organized into two divisions: Academic Affairs and Administration and Planning. Academic Affairs comprises the Colleges of Arts and Sciences, Business and Public Administration, Education, and Health Professions. In fall 1993, the University enrolled 5,553 students, an increase of eight percent over fall 1992, with about equal representation of undergraduate and graduate students. At the end of fiscal year 1994, the University offered 18 bachelor's and 19 master's degree programs. Governors State University reported \$2.4 million in productivity improvements in fiscal year 1994.

Priorities. The University established a strategic planning process during fiscal year 1994 to guide P•Q•P activities and serve as a "vehicle for prioritizing, reviewing, and evaluating academic and administrative functions and spending." The University identified five priorities in its priorities statement: to improve the quality of education for non-traditional students, culturally and economically diverse students, and distance and differently-abled students; to improve the library collection; and to expand the University's capacity to accommodate a growing student population. These priorities are consistent with the University's focus statement.

The University also acknowledged the statewide priorities on affordability, faculty roles and responsibilities, and off-campus programs. The University continues to charge the lowest student fees in the state among public universities and has not increased fees to replace reallocated funds. To encourage timely degree completion, the University modified its academic calendar to be more in line with feeder community colleges and plans to publish a three-year course schedule so that students can make long-term plans for their academic progress. Consistent with the statewide examination of faculty roles and responsibilities, the University formed a P•Q•P Faculty Development Group to monitor credit-hour generation and to coordinate professional development opportunities. Faculty participate in at least one professional development activity per year on cultural diversity, student assessment, or classroom technology. Off-campus program priorities are being met through the South Metropolitan Regional Higher Education Consortium. The University plans to develop off-campus course offerings in the M.S. in Alcoholism and Drug Abuse Sciences program.

Instruction. In October 1992, staff recommended that Governors State University consider the elimination of four undergraduate programs and eight graduate programs. As of November 1993, the University eliminated three of the programs, reduced six, and eliminated or reduced five additional programs beyond the staff's recommendations. In November 1993, the Board of Higher Education advised the Board of Governors that the M.A. in Music offered by Governors State University was no longer educationally or economically justified. In 1994, the University and the Board of Governors eliminated the M.A. in Music, as well as the B.A. in Music and the Music Teacher Education option.

The results of program reviews in biological and health programs during fiscal year 1994 indicate that the University made progress in addressing concerns over quality and productivity. Enrollment increased slightly in the B.S. in Biology with completion rates at the state average. Enrollment in the M.S. in Environmental Biology doubled since 1989, but degree completion remains low. The University reports that the recently revised curriculum will increase degree completion in the master's program. Updated laboratories and equipment also should contribute to quality improvement. Savings from the trimmed graduate program were reallocated to the undergraduate program.

Among the health programs reviewed, both the bachelor's and master's in Communication Disorders experienced increased enrollments since 1989. The University reported that between 1988 and 1992, 77 percent of bachelor's graduates entered a master's program. Course eliminations within the two programs and other productivity improvements have helped to contain costs. Over 90 percent of graduates of the master's program pass the national certification exam on the first attempt.

Enrollment in the health administration programs has been steady at the baccalaureate level but declined at the master's level since 1989, although degree completion rates have been adequate. In November 1993, the staff concurred with the University's decision to retain these programs due to regional demand. The University expects to increase retention through improved course sequencing, scheduling, and advising.

Enrollment in the B.S. in Nursing declined by more than 50 percent since 1989, while enrollment in the M.S. program increased slightly. Although these programs are among the smaller nursing programs in the state, the master's program enrolls a high proportion of minority students.

Administration and Support. The benchmark analysis in the November 1993 report indicated there was high potential for reinvesting funds from several subfunctions of administration and support. In its 1994 productivity report, the University reported savings and reinvestment of over \$1.0 million from administrative and support functions.

Research and Public Service. The November 1993 report also indicated there was high potential for productivity savings in public service and research at Governors State University. The University, however, did not report any changes in organized research or public service.

Intercollegiate Athletics. There is no intercollegiate athletics program at Governors State University.

Conclusions and Recommendations. Governors State University has effectively linked its strategic planning process to its P•Q•P initiative and has used the process to advance its priorities. Significant reductions in instructional programs have been made, and program priorities were refined, resulting in two academic program eliminations during fiscal year 1994. Additionally, the University addressed the statewide priority on affordability by maintaining its low student fees and by modifying the academic calendar to facilitate timely degree completion. The University began to address the statewide priority on faculty roles and responsibilities by establishing professional development opportunities for faculty. The University will need to focus, in particular, on research and public service, student services, management support, and overall support for operations and maintenance of the physical plant, areas identified with high potential for productivity gains in the November 1993 analysis.

Northeastern Illinois University

Northeastern Illinois University is organized into four divisions: Academic Affairs, Administrative Affairs, Development and Public Affairs, and Student Affairs. Academic Affairs encompasses the Colleges of Arts and Sciences, Business and Management, and Education and the Graduate College. In fall 1993, the University enrolled 10,306 students, a five percent decrease from fall 1992. Seventy-four percent of the students are undergraduates. At the end of fiscal year 1994, the University offered 37 bachelor's and 23 master's programs.

Northeastern Illinois University reported approximately \$1.3 million in productivity improvements in its 1994 productivity report. The staff determined that 80 percent of that amount, or just over \$1.0 million, resulted from eliminations, reductions, or consolidations of lower priority activities.

Priorities. Northeastern Illinois University identified five priorities to guide P•Q•P decisions: to ensure diversity through efforts in admissions, increased student achievement, improved graduation rates, and placement outcomes; to create academic computing classrooms; to improve working conditions for faculty; to collaborate with other institutions in programs, activities, and public service; and to continue to make productivity improvements. These priorities reflect the University's focus statement. Priorities not discussed in the 1994 productivity report include plans to increase fund-

raising capabilities, to update physical and technological structures, and to expand collaboration with other universities and institutions. The University did not directly address the statewide priorities of affordability and faculty roles and responsibilities in its 1994 productivity report. Off-campus programming was partially addressed in the review of the Center for Inner City Studies, discussed below.

Instruction. In October 1992, the staff recommended that Northeastern Illinois University consider 11 programs for elimination. By November 1993, the University eliminated three of the recommended programs and eliminated or reduced five other programs not included in the staff's recommendations. In November 1993, the Board of Higher Education advised the Board of Governors that the B.S. in Physics, the M.S. in Earth Science, and the M.Ed. in Teaching of Language Arts offered by Northeastern Illinois University were no longer educationally or economically justified.

The University reported increased enrollment and quality improvements in all three programs. Enrollment increased 15 percent in the B.S. in Physics, and a curriculum review showed that guidelines of the American Association of Physics Teachers were met. Enrollment also increased in the M.S. in Earth Science. During fiscal year 1994, the University established a relationship with the Environmental Protection Agency to increase student interest in the area of environmental science and to provide opportunities for student and faculty development. The University believes this arrangement will increase enrollment and degree completion. As a result of an intensive review of the M.Ed. in Teaching of Language Arts, the University increased the number of required courses and reports that enrollment and degree completion improved. The Board of Governors decided to retain these programs. Concerns about the quality and priority of these programs should continue to be addressed and should be thoroughly examined in the next comprehensive review of these programs.

In October 1992, the staff also recommended that Northeastern Illinois University take immediate steps to strengthen the B.A. and M.A. in Inner City Studies. It was suggested that the resources available to the programs should be strengthened and better coordinated with the main campus and that student success must be improved or the programs should be eliminated. It was recommended that a mechanism be established to make the academic and support services of the main campus available to support the programs, to recruit and retain students, and to improve graduation rates. Further, it was recommended that the University consider ways in which inner city studies can complement and supplement programs on the main campus. If, after two years, substantial progress had not been made in overcoming concerns raised in program reviews, it was recommended that the University eliminate the B.A. and M.A. in Inner City Studies.

Past program reviews of the B.A. and M.A. in Inner City Studies had raised many concerns about the mission and goals of the programs; low enrollment, credit hour, and degree production; very low ratios of degrees earned to enrollment; undefined occupational demand for graduates; narrowness of the required curriculum; adequacy of admission requirements and qualification of students; lack of differentiation between the undergraduate and graduate programs; and the lack of an effective inter-relationship among the Center, its programs, and the main campus curriculum.

Both the bachelor's and master's programs are offered at the off-campus Center for Inner City Studies. After review of the mission and activities of the Center, it was further recommended that Northeastern Illinois University clearly define the service mission of the Center and its relationship to the University's mission by extending the on-campus community's participation and involvement in the Center's service programs. It also was recommended that the University ensure that the Center's service programs were articulated with programs on the main campus or other postsecondary institutions and monitor the progress of students into higher education. It was recommended that the University consider closing the Center if, after two years, these goals were not being achieved.

In response, the University reported that the Center took steps to address the identified concerns. To improve ties with the main campus, cooperative recruiting of students from the Center's

neighborhood was initiated and a pilot summer bridge program offered. The University plans to install a distance-learning classroom at the Center to provide live admissions conferences with the main campus for potential students, expand course offerings, and permit faculty exchanges.

The University addressed concerns about demand for the programs by conducting surveys of graduates and employers that showed that responding students were appropriately placed, and selected employers were satisfied with students' preparation. Further examination of the occupational objectives of and demand for the programs is to be undertaken, and further reviews of the curricula and revision of the Center's mission and goals and its programs are underway. In response to concerns about low degree production, the Center discovered that while a total of 55 students graduated from the undergraduate program in the ten years between 1983 and 1993, an additional 90 students transferred to and graduated from other programs at the University. Forty-three percent of the students enrolled in 1993 reported that they intended to major in another field.

The staff recommends that the University continue and expand efforts to strengthen the instructional programs of the Inner City Studies Center. Of particular concern is the undergraduate program. With a ten-year average of six graduates per year and average enrollment of over 100, the program is clearly not accomplishing the fundamental objective of guiding students to degree completion. The fact that over 40 percent of recent students intend to change majors and twice as many of its past students graduated from other programs as graduated from the Inner City Studies program suggests the program is not meeting the needs of students. Alternative ways to provide instruction in this field, such as minors or sequences in the other degree programs, should be considered. Consideration should also be given to reallocating resources to expand course and program offerings that provide stronger career opportunities to students and strengthen pathways to degree programs at Northeastern Illinois University and other institutions.

During fiscal year 1994, the University reviewed a bachelor's and master's program in biology. Enrollment increased by 11 percent between 1989 and 1993 in the bachelor's degree program. The number of degrees awarded has averaged 10 percent of total fall enrollment for the last five years, one of the lowest completion rates in the state. Citing a high proportion of part-time students as an explanation for the low completion rates, the University acknowledged that course scheduling and career advisement need strengthening. During the 1993-94 review period, the University revised curriculum tracks, eliminated 17 courses, and allocated more resources for equipment. Enrollment in the master's program has remained steady in the last five years. The University plans to revise the curriculum in light of new faculty perspectives.

Administration and Support. The University reported \$407,000 in productivity improvements in the area of administration and support services. As was recommended in November 1993, Northeastern Illinois University needs to initiate productivity improvements in areas with high potential for productivity savings: admissions and records, financial aid administration, executive management, financial management and operations, and all subfunctions of support for operations and maintenance of the physical plant.

Research and Public Service. The November 1993 analysis identified organized research and public service as having high potential as a source for reinvestment. The University did not address either of these areas in its 1994 productivity report.

Intercollegiate Athletics. As noted above, expenditures for intercollegiate athletics increased between fiscal year 1992 and fiscal year 1994. This increase was due primarily to an increase in expenditures from non-appropriated funds fueled by increases in student fees. Between fiscal years 1993 and 1995, student fees will increase 40 percent. The University plans to reduced costs by switching to an athletic conference whose games are nearer to the University's location. Additionally, the University hopes to find new opportunities for private support of the athletic program. Currently, the University spends less than one percent of its state-appropriated funds on its athletic program.

Conclusions and Recommendations. The University made progress in identifying priorities, improving quality, and increasing productivity. However, several areas have been identified where continued progress can be made. The staff recommends that the University expand efforts to strengthen programs in Inner City Studies and focus the priorities of the Inner City Studies Center. Improvements made in other academic programs will continue to be monitored through program review.

In addition, the University needs to address several administrative areas not addressed in the 1994 productivity report, including admissions and records, financial aid administration, executive management, financial management and operations, and physical plant operations and maintenance. Productivity improvements should result from decisions to eliminate, reduce, or consolidate lower priority activities. Although the University took steps to reduce state funds for intercollegiate athletics, further efforts are needed.

Western Illinois University

Western Illinois University is organized into four administrative units: Academic Affairs, Administrative Services, Student Services, and Advancement and Public Services. As of July 1, 1994, the University consolidated Academic Affairs from six to four colleges: Arts and Sciences, Business and Technologies, Education and Human Services, and Fine Arts and Communications. In addition to its campus in Macomb, the University also operates the Rock Island Regional Undergraduate Center (RIRUC) in Moline. The University offers 82 degree programs, including 49 bachelor's, 31 master's, and two advanced education specialist programs. In fall 1993, the University enrolled 11,395 students: 10,006 undergraduates (88 percent), and 1,389 graduate students (12 percent). In fiscal year 1993, 2,169 students earned baccalaureate and 518 earned master's degrees.

Western Illinois University reported that it reallocated \$2.6 million in fiscal year 1994 with \$699,200 reinvested in undergraduate and graduate instruction, one of its five highest priorities. Significant reinvestment, \$1.4 million, was made in faculty and staff salaries. Other priority reinvestments were in the use of technology, improving diversity, faculty salary competitiveness, and faculty development. Other improvements included extending the number of off-campus courses consistent with the University's charge to serve the educational and cultural needs of west-central Illinois. Productivity improvements to maintain the physical plant were supported by nonappropriated resources.

Priorities. The University's priority statement identifies support of the following five highest priorities: quality undergraduate and graduate education; laboratory, computer, and telecommunications technology; justice, equity, and diversity initiatives; maintenance and improvement of the University infrastructure; and extended and continuing education programs and activities. These five priorities are consistent with the University's focus statement and also support statewide priorities. Overall, the University's reinvestments were consistent with its highest priorities and its focus statement. In the past year, the University has focused its efforts at quality improvements by strengthening the undergraduate curriculum through the following actions: eliminating several curricular subspecialties; increasing the number of tenure-track faculty teaching in general education and popular, fast-growing subject majors; making overload payments to faculty to increase the number of off-campus offerings; and training faculty in the use of instructional technology both on and off campus.

Instruction. In fiscal year 1994, major productivity efforts in instruction included the elimination of subspecialties in the high priority disciplines of biological sciences and history, and the addition of faculty for high priority disciplines that contribute to general education.

The October 1992 report recommended that Western Illinois University consider eliminating four baccalaureate and four master's programs. Since fall 1992, the campus has eliminated four

baccalaureate programs and consolidated another; no master's programs were eliminated. In addition to the two recommended eliminations, Western identified and eliminated two other baccalaureate programs (German and business education). In November 1993, the Board of Higher Education advised that the M.S. in Industrial Technology was no longer educationally or economically justified. The Board of Governors decided to retain the M.S. in Industrial Technology, citing its uniqueness in Illinois, increased occupational demand, increased enrollment and degree production over the last three years, and a lack of competition for resources between the M.S. in Industrial Technology and the B.S. in Manufacturing Engineering Technology at RIRUC. While degree production did increase from an annual average of eight to 12 degrees awarded over the past three years, concern over enrollment levels remain.

In its 1994 productivity report, Western proposed eliminating the B.S. in Industrial Technology program at the main campus in Macomb and directing students to the new B.S. in Manufacturing Engineering Technology which currently is offered only at RIRUC. The University proposes to offer the B.S. in Manufacturing Engineering Technology at the main campus in Macomb, but phase-down of the older B.S. in Industrial Technology at Macomb cannot begin until the new program is approved.

The provision of off-campus programs was addressed by the University in fiscal year 1994. Consistent with two of its priorities regarding the support of telecommunications efforts and extended and continuing education programs, the University increased course offerings at RIRUC and other high demand locations and provided training to faculty in the use of technology to deliver off-campus instruction.

During 1993-94, Western Illinois University reviewed five degree programs: the B.S. and M.S. in Communication Sciences and Disorders, the B.S. in Medical Technology, the M.S. in Health Education, and the B.S. in Health Sciences. All but two reported sound curricular and enrollment bases and were supported without restriction for retention by the Board of Governors. The M.S. in Health Education was recommended for continued curriculum revision, a process begun in 1993-94, and the low enrollment in the botany option for the B.S. in Biology was noted.

Administration and Support. While Western was at or below statewide averages in almost all administrative areas for 1992-93, the Board did identify superintendence of operations and maintenance of the physical plant as potential sources of productivity savings in its November 1993 report. Moderate potential was identified in custodial care. These areas were discussed briefly in the University's 1994 productivity report. The University indicated that it was difficult to identify new money for the maintenance and improvement of the physical plant.

In other actions, the University reduced departmental expenditures in fiscal year 1994, resulting in \$805,300 for reinvestment. This action represents a management decision but is not the result of planned priority decisions. The University also reported \$892,200 in productivity improvements in administration and support services. Included in this amount was \$182,600 from reduction in the equipment reserve category, a decision which could compromise quality in the future by reducing funds available for equipment replacement. Another improvement reported was the reallocation of \$21,000 from the salary of a practical nurse in Student Health Services to the student fees budget.

Research and Public Service. In fiscal year 1994, retirements in the Institute for Regional and Community Studies and Regional Development accounted for \$68,600 available for reinvestment. These reductions in public service, however, did not address the need to reduce state appropriations in organized research, an area for potentially high productivity reinvestment.

Intercollegiate Athletics. The University reported in its 1993 productivity report that it intended to reduce state-appropriated funding for intercollegiate athletics by an additional \$200,000 in fiscal year 1994. The University fell short by \$50,000. No details about either the \$150,000 in

productivity improvements or the University's plans to continue to reduce state-appropriated support were provided in the University's 1994 productivity report.

Conclusions and Recommendations. The University addressed three of its highest priorities in fiscal year 1994 and is commended for efforts to refine its instructional priorities and to improve quality through an increase in course sections offered both on and off campus and in the number of full-time tenure-track faculty hired in general education and high demand subject areas. A considerable proportion of the funds provided for reinvestment in fiscal year 1994, however, were not clearly associated with decisions about priorities. The University should increase efforts to make productivity improvements in research and instruction and to address the potential for reallocations from superintendence of operations and maintenance. Finally, the University took steps to reduce state funds for intercollegiate athletics, although further efforts will be needed to completely phase out use of state funds. The University is encouraged to pursue its efforts to examine program and conference changes to improve the quality and productivity of the athletic program.

Illinois State University

Illinois State University is organized into four administrative areas: Academic Affairs, Student Affairs, Business and Finance, and Institutional Advancement. There are five colleges: Applied Science and Technology, Arts and Sciences, Business, Education, and Fine Arts. In fall 1993, Illinois State University enrolled 20,610 students, including 17,524 undergraduates and 3,086 graduate students. In fiscal year 1993, the University awarded 4,687 degrees comprising 4,062 bachelor's, 583 master's, and 42 doctoral degrees.

Under P•Q•P, Illinois State University has reinvested in the past two years a total of \$4.1 million in higher priorities, including \$2.5 million in fiscal year 1994. Of this amount, a total of \$1.2 million was allocated to faculty salaries. Other high priority areas receiving funds for reinvestment included undergraduate education, deferred maintenance, cost increases, and minority student achievement. For fiscal year 1995, the University reports that \$2.6 million will be reinvested, with undergraduate education receiving \$1.5 million.

Priorities. The University's priority statement identifies the following major areas for emphasis and development: to provide undergraduate and graduate programs which are of the highest quality in the state of Illinois; improve access, retention, and graduation of students from underrepresented groups; promote teaching and learning methods that integrate knowledge, reinforce baccalaureate skills, and synthesize learning experiences; and address the faculty and infrastructure needs of the campus. A number of University priorities relate to undergraduate education, instructional technology, computing, and faculty quality and productivity, as well as identify programs that the University plans to develop. The University's priority statement builds upon its mission and focus statements and offers guidance for internal and state-level budget development and program approval.

In the past year, the University undertook a number of initiatives to respond to statewide priorities. For instance, in order to make college more affordable, the University is developing programs and procedures that will enable selected students to complete a baccalaureate program in three academic years and four summers. Students pursuing this option will receive priority registration and special academic counseling. The University is also developing a new system to collect, analyze, and report information about faculty effort and productivity, is revising its general education core, and is implementing changes to enrich the campus learning environment. The University is also developing a distance education program for institutions that are members of the Central Illinois Higher Education Consortium.

Instruction. The October 1992 *Staff Recommendations on Productivity Improvements at Public Universities* recommended that Illinois State University consider eliminating 12 degree programs: four

bachelor's, four master's, and four doctoral programs. Since then, the University has eliminated five programs: three programs recommended by staff and two programs identified through the University's review process. The eliminated programs were one bachelor's, one master's, one doctor of education, and two doctor of arts programs. The University also discontinued coursework in Chinese and Arabic and eliminated a cooperative program in agriculture.

In November 1993, the Board of Higher Education advised the Board of Regents that four programs offered by Illinois State University were no longer educationally or economically justified: the Master of Music, the Master of Music Performance, the Ed.D. in Art, and Ph.D. in Biological Sciences. In the past year, the University and the Board of Regents reexamined these programs, resulting in the elimination of the Ed.D. in Art. The Board of Regents decided to retain the other three programs. As part of this review, the University also eliminated two fine arts sequences. The University should continue to monitor the Ph.D. in Biological Sciences and address the concerns that have been identified about this program.

In the past year, the University instituted a process to identify its highest and lowest priority instructional programs. A University Academic Enhancement Committee reviewed a total of 66 instructional programs, designating 17 programs as being of the highest quality. In the coming year, the University will examine the "unique contributions, opportunities, and needs" of these high priority programs.

The University's 1994 productivity report indicated that a planning assumption has been that the University would need "to reallocate resources among instructional programs in order to implement academic priorities." Following this assumption, the University established a process "to identify programs that, while still educationally and economically viable, are less central to the University's mission and, therefore, might be considered for elimination." As a result, in fall 1994 the University identified 19 academic programs for further review and possible elimination. Most of these recommendations do not eliminate a program but rather eliminate a rarely-awarded degree in a field in which another degree already exists. For instance, the University has recommended eliminating the B.A. but retaining the B.S. in Biological Sciences. The University does not anticipate any significant funding reinvestment from these program decisions since these changes were proposed to address philosophical issues related to curricula and encourage students to take courses that support program objectives.

In addition to actions to identify high and low priority programs, the University decided to eliminate 53 faculty positions that were vacant or will become vacant due to retirement in fiscal year 1995. These position eliminations include 28 positions in the College of Arts and Sciences and 10 positions in the College of Applied Science and Technology. Primarily as a result of these actions, instructional reallocations for fiscal year 1995 are projected at \$1.5 million. The University's position eliminations occurred after consultation among the provost, deans, and department chairs on ways to improve instructional productivity. However, this action is contrary to the statement made by the University in its 1993 productivity report that identified as a priority maintaining the level of faculty positions. The University's report also revealed that a number of the position eliminations are in departments containing programs identified by the University as being of the highest quality. Finally, since there was no corresponding effort to refine program focus, the University reported that these position eliminations will have negative implications for educational quality with "serious implications for the scope of academic programming at Illinois State in particular and for faculty roles and responsibilities in general."

During the 1993-94 academic year, Illinois State University reviewed three programs in the life sciences and six health professions' programs as part of the new statewide program review schedule. The University reported that graduates of its health professions' programs have performed well on state licensing exams. There is concern about minority enrollment and about multicultural issues in

the work place and patient care. Enrollments increased significantly in the bachelor's programs in safety and environmental health.

Administration and Support. Under P•Q•P, the University reduced administrative and support costs in the past two years by a total of \$3.1 million--\$856,600 in fiscal year 1993 and \$2.2 million in fiscal year 1994. The major priority decision made by the University in fiscal year 1994 was the closing of the College of Continuing Education and Public Service, resulting in a reinvestment of \$1.1 million. The University's continued involvement in continuing education and public service activities will be coordinated at the college level.

In addition to closing the College of Continuing Education and Public Service, the University reduced other administrative and support costs and reinvested \$1.1 million. Most of these cost reductions occurred in administrative units, such as physical plant and printing, with smaller reductions in student support and academic units. In addition to fiscal year 1994 cost reductions, the University also budgeted an additional \$850,000 in administrative and support cost reductions for fiscal year 1995, including the elimination of 10 civil service and several student worker positions at the main campus library, the elimination of the director of enrollment management, and cost reductions in the offices of the provost and vice presidents of student affairs and business and finance. The University also participated in the NACUBO benchmarking study to identify select areas for quality and productivity improvements.

Research and Public Service. Based the November 1993 report on benchmarks for public universities, the University has a high potential for productivity improvements in departmental research and public service. To date, the University has not undertaken significant productivity improvements in these areas, reporting a reduction of \$61,200 in research and public service in fiscal year 1993 and no reinvestments in fiscal year 1994. The University reported the Center for Higher Education and the Center for Educational Finance will be consolidated in fiscal year 1995, although no cost reductions are projected from this merger.

Intercollegiate Athletics. In fiscal year 1994, the University reinvested \$372,600 in General Revenue funds from intercollegiate athletics by replacing these revenues with student fees. The University has budgeted an additional \$300,800 reduction in General Revenue funds for intercollegiate athletics for fiscal year 1995. The University will have reinvested \$816,400 by the end of fiscal year 1995, of which \$590,000, or 72 percent, will be replaced with increased student fees. Although this action reduces reliance on state-appropriated funds, it increases the financial burden on all students and places increased demands on student financial aid systems including Illinois' Monetary Award Program. The mandatory student fee for intercollegiate athletics at Illinois State University was \$151 in fiscal year 1994, the highest among Illinois universities.

Conclusions and Recommendations. Illinois State University made numerous productivity improvements and funding reinvestments under its P•Q•P initiative. Most notable were reductions in administrative and support costs and the elimination of the College of Continuing Education and Public Service, as well as cost and position reductions in a wide variety of other units. The University undertook a significant effort this past year in identifying 17 high priority instructional programs. In the coming year, the University will decide how to sustain and strengthen educational quality in these programs. The University's identification of 19 low priority programs did not result in the identification of funds for reinvestment or enhance its instructional focus. The limited funds realized from instructional program actions and the absence of any significant cost reductions in research and public service will constrain the University's ability to invest in those areas it has identified as high priorities. A major cause for concern is the University's decision to use student fees as the principal means for replacing General Revenue funds budgeted for intercollegiate athletics. Significantly increasing fees has resulted in higher student costs at a time when college affordability is a major concern of students and their families. Finally, the University is commended for a number of actions with high potential for making progress in areas of high priority. The decision to develop a three-year

degree program, a system for examining faculty effort and productivity, and a number of innovative programs in undergraduate education and distance learning are important initiatives that advance statewide priorities.

Northern Illinois University

Northern Illinois University is organized into five administrative areas: Academic Affairs, Business and Operations, Development and Alumni Relations, Student Affairs, and Finance and Planning. There are six colleges: Business, Education, Engineering and Engineering Technology, Liberal Arts and Sciences, Professional Studies, and Visual and Performing Arts. In fall 1993, Northern Illinois University enrolled 23,177 students, including 16,805 undergraduate, 6,062 graduate, and 310 professional students. In fiscal year 1993, the University awarded 5,118 academic degrees, including 3,559 bachelor's, 1,348 master's, 122 doctoral, and 89 first-professional degrees.

Under P•Q•P, Northern Illinois University reinvested \$7.0 million in high priorities in the past two years, including \$3.0 million in fiscal year 1994. Of this total, \$1.6 was reinvested in salaries. Other high priorities receiving reallocated funds include undergraduate education, cost increases and equipment, operations of new buildings, minority student achievement and staff representation, library support, and technology.

Priorities. The priorities identified in the University's statement are linked to the University's mission and focus statements and should offer assistance in future budget allocation and program development processes. The University's priority statement includes five major categories: meeting needs of undergraduate, graduate, and professional education; increasing the participation and achievement of students and faculty from underrepresented groups; improving the campus educational and work environment; serving regional academic needs; and maintaining and improving the campus infrastructure. Under the undergraduate and graduate and professional education priority, the University identified the following specific actions: refining and implementing an assessment plan for undergraduate and graduate programs; reviewing the general education program; and implementing computer-assisted instruction in freshman writing courses. The University also intends to strengthen undergraduate education in professional programs, expand the size and improve the quality of the physical therapy program, and seek approval for a B.S. in Business Administration.

Instruction. The October 1992 *Staff Recommendations on Productivity Improvements at Public Universities* recommended that Northern Illinois University consider eliminating 15 programs at the bachelor's, master's, doctoral, and first-professional levels, as well as reducing its off-campus offerings in education. To date, the University has eliminated 10 programs, including two bachelor's, seven master's, and one doctoral program. In addition, the University eliminated one minor, four emphases in bachelor's programs, and four master's specializations; and consolidated three master's programs in education into one and the doctoral program in reading into the doctoral program in curriculum and instruction.

In November 1993, the Board of Higher Education advised the Board of Regents that the Ph.D. in Economics, Ph.D. in Geology, and Ed.D. in Special Education offered by Northern Illinois University were no longer economically and educationally justified. In the past year, the University and Board of Regents reexamined these programs and related curricula and decided to retain them, but also decided to eliminate one doctoral program in education to be identified after further study. The University should continue to address concerns about the quality of these doctoral programs and reexamine their quality, as well as statewide need and resources, in the regular program review process.

The University also reviewed its off-campus offerings, eliminating 61 off-campus sites, including 50 graduate and 11 education specialist program sites. This consolidation of the University's off-

campus sites in the field of education should improve educational quality and administrative efficiency and will enable the University to enhance computer, library, and other student services at its remaining off-campus sites.

Most of the University's program eliminations and curriculum restructuring did not generate significant funding for reinvestment, in part because instructional resources for some programs will be used for related teacher preparation programs or to incorporate courses into other programs. The greatest reinvestment from program actions came from eliminating the M.A. in Library and Information Studies. Apart from program eliminations and restructuring, however, the University made a number of significant productivity improvements to enhance instructional quality and cost effectiveness.

A significant productivity and quality improvement was the University's decision to establish priorities for summer school course offerings, giving precedence to general education courses and courses in which students often experience bottlenecks in completing their baccalaureate majors. Using these guidelines, the summer session was able to accommodate an increase of 43 transfer students and 224 on-campus undergraduates. In another action, the University reviewed and streamlined its curriculum, eliminating 71 graduate courses and 30 courses offered for both undergraduate and graduate credit, while also adding 19 undergraduate courses and eight undergraduate/graduate courses. Also, in fiscal year 1994, each college and academic affairs unit identified funds for reinvestment, most of which were applied to faculty salary and benefit increases. A total of \$919,400 was realized through actions such as eliminating faculty positions, hiring at lower ranks, eliminating support positions and equipment purchases, and moving funds and assignments from administration to instruction.

During 1993-94, Northern Illinois University reviewed three programs in the biological sciences and eight programs in health professions, including five bachelor's and three master's programs. Reviews of the University's health education programs indicate that because of limited personnel and clinical resources, three programs (nursing, clinical laboratory sciences, and physical therapy) have imposed restricted admission policies. The clinical laboratory sciences program moved to a campus-based model and lessened reliance upon hospitals. As a result of program review, two specialties in the M.S. in Nursing were eliminated. The University reports an increase in off-campus demand for the health professions programs.

Administrative and Support. The November 1993 analysis identified executive management, superintendence of operations and maintenance, and student social and cultural development as potential sources of productivity savings. In fiscal year 1994, the University continued to reduce administrative costs, making \$1.2 million available for reinvestment. The University also continued to reorganize the former College of Continuing Education, begun in 1993. Funds made available from this reorganization totaled \$75,000 in fiscal year 1994. The University reduced expenditures in physical plant operations and maintenance by converting twelve-month custodial positions to nine-month positions, reducing non-personnel lines, and eliminating low priority functions in building maintenance, resulting in permanent reallocation of \$341,600 to salary increases and staffing enhancements in public safety.

The University also reduced administrative and support costs in central administration, computing services, and student affairs and developed and implemented its own early retirement program as an alternative to the more costly state early retirement program. Forty employees retired under the University's plan. While many of these positions will be filled, some funding will be reinvested in higher priorities. The University reported that the Division of Development and University Relations analyzed activities and expenditures to refocus its resources on the upcoming centennial campaign, releasing \$47,400 for reallocation to this effort. The University did not report on efforts to improve productivity in student social and cultural development.

Research and Public Service. In the past two years, the University eliminated two research and public service centers: the Plant Molecular Biology Center and the biosocial research program, the latter generating a reinvestment of \$61,700 in fiscal year 1994. The University also eliminated its community services office in downtown Chicago (anticipated reinvestment of \$149,00 in fiscal year 1995) and restructured the small business development center (anticipated reinvestment of \$40,000 in fiscal year 1995) in order to provide greater support for instruction. Finally, the University reinvested \$175,000 made available from faculty summer research grants, which will be funded by external funding sources in the future.

Intercollegiate Athletics. Northern Illinois University reduced state General Revenue support for intercollegiate athletics by \$221,600 in fiscal year 1993 and by \$500,00 in fiscal year 1994. Although requested in November 1993, no details about productivity improvements were provided in the University's 1994 productivity report. The University's replacing appropriated funds for intercollegiate athletics with student fee increases does not represent a reinvestment in higher priorities, but rather a revenue enhancement that is inconsistent with student affordability.

Conclusions and Recommendations. Northern Illinois University made numerous productivity and educational quality improvements under P•Q•P, reinvesting \$3.0 million in higher priorities in fiscal year 1994. In administration and support activities, reductions were made in many of the areas identified as having high potential for productivity improvement. The University reorganized some existing units, reduced positions, and enhanced staff effectiveness. The University's development of its own early retirement program is a unique initiative that other institutions should examine. In research and public service, the University made significant progress in the past year, eliminating a number of units and reducing funds for departmental research. Resources for reinvestment should increase in fiscal year 1995 from the elimination of the community services office in downtown Chicago and the restructuring of the small business development center.

In instruction, the University eliminated a number of programs but has not refined its priorities for doctoral education. On the other hand, the University has undertaken a number of significant instructional productivity improvements such as the reconfiguration of the summer school course schedule, elimination of off-campus sites, and the streamlining of graduate courses. These actions and other instructional decisions should enhance institutional effectiveness, as well as improve the quality of instruction offered to students at the University. Further efforts are needed to reduce state support for intercollegiate athletics without placing an additional financial burden on students.

Sangamon State University

Sangamon State University is organized into four administrative areas: Academic Affairs, Advancement, Business and Administrative Services, and Student Affairs. Academic Affairs comprises four schools: Business and Management, Health and Human Services, Liberal Arts and Sciences, and Public Affairs and Administration. In fall 1993, Sangamon State University enrolled 4,451 students, including 1,843 students in master's programs. Part-time students comprise 64 percent of total enrollment. In fiscal year 1993, the University awarded 645 bachelor's and 277 master's degrees.

The University's P•Q•P activities have been informed and shaped by its ongoing planning processes. These include reviews of all academic programs on a seven-year cycle and an annual administrative review that coordinates program development, staffing, and budget processes. In 1992, the University completed a comprehensive strategic plan whose development extensively involved the University community. The plan resulted in a revised mission statement and the articulation of seven strategic goals. Information and recommendations in the plan have helped the University make priority decisions.

As part of the P•Q•P process, the University reinvested a total of \$1.2 million in high priority activities in fiscal year 1994, with the preponderance of funds equally reinvested in undergraduate education and faculty and staff salary increases.

Priorities. The University's priorities statement identifies the following priorities for emphasis and development: to enhance teaching and learning; to pursue controlled enrollment growth while ensuring a high-quality, diverse academic community; to strengthen the intellectual and cultural climate on campus; to maintain and enhance the University's infrastructure; and to pursue and enrich partnerships with external constituents. The enhancement of teaching and learning priorities include: preparing for a North Central Association accreditation visit, obtaining approval and resources for a doctorate in public affairs, implementing an institutional assessment program, strengthening the relationship between scholarship and teaching, supporting the development of library and telecommunication services, and establishing a teaching and learning center and a rural education and technology center jointly with Lincoln Land Community College. Another priority identified by the University is establishing an honors college in cooperation with Lincoln Land Community College. The University's priority statement is a logical development of its mission and focus statements, and should offer guidance for budget allocations and program development, although the number of priorities may be excessive and beyond the University's capacity to support.

Instruction. The University closely reviewed and responded to the program recommendations developed by Board staff. The University eliminated and modified programs to better define instructional priorities and sharpened academic focus and quality. To date, the University has eliminated the B.A. in Labor Relations and suspended enrollment in the M.A. in Health Services Administration. Also, the University eliminated a concentration in a master of science program, reduced the curricular scope of another master's program, suspended enrollment in three graduate certificate specializations, and eliminated two off-campus programs.

During the past year, the University undertook a number of other actions affecting instruction. Foremost was the consolidation of the Learning Center and the Office of Undergraduate Assessment to coordinate related teaching and learning functions under a proposed new center. This consolidation is expected to save \$207,200 in fiscal year 1995. The University also transformed its bachelor's degree in child, family, and community services into a bachelor's degree in social work. In addition, the University is in process of refining the curriculum and focus of its master's degree in child, family, and community services and its bachelor's and master's degrees in individual option. Consistent with the P•Q•P recommendations in November 1993, the University conducted an extensive review of the costs and benefits of off-campus programs, particularly its remaining off-campus programs in Peoria. The review concluded that off-campus costs for the Peoria programs are comparable to those on the main campus and that the programs should be retained.

During 1993-94, Sangamon State University reviewed four programs in the health professions and one program in life sciences as part of the new statewide program review schedule. The University strategy for improving its health professions' programs (B.S. in Clinical Laboratory Science, B.A. in Health Services Administration, B.S.N. in Nursing, and M.P.H. in Public Health) emphasizes program coordination between health programs and other programs, including those in the basic sciences. The B.S. in Clinical Laboratory Science is seeking to expand the number of clinical sites and total enrollment to meet student and occupational demand and health service needs. The B.A. in Health Service Administration has revised its mission and created new student-based behavioral objectives.

Administration and Support. As part of the P•Q•P process, the University made a number of priority decisions to reduce the scope and improve the efficiency of its administrative and support operations. In fiscal year 1993, the University eliminated the downtown center and the Clayville Rural Life Center. The University also reduced staff and implemented other efficiency measures in the units of management information system and computer services, physical plant and operations, personnel,

and printing and duplicating. In fiscal year 1994, the University implemented administrative and support cost savings in various units, including the offices of the vice presidents for academic affairs and business and administrative services and offices of physical plant, accounting, payroll, bursar, budget and planning, and athletics. Other reductions--improving information processing capabilities, revising the parking fee structure, and implementing user fees for conference facilities--are more representative of sound fiscal practices than reflections of priority decision making.

The University is participating in the NACUBO benchmarking study to identify areas for quality and productivity improvements. The University reports that preliminary analysis indicates that it compares favorably with national averages in most administrative functions. Managers are now examining these national data and developing recommendations for productivity improvements in their units. In addition to the national study, the University is also reviewing the functions and operations of various administrative units and will report the results and cost savings of these actions in future productivity reports. The units of disabled student services, academic computing, student services, the student information system, health services, academic advising, student employment, and career services are now under review. The University has also undertaken an equity review of faculty and staff salaries. Preliminary review results will be available during fiscal year 1995.

Research and Public Service. Under P•Q•P, the University made important priority decisions to reduce programs and reallocate funds from research and public service. The University eliminated the Center for Entrepreneurship and Enterprise Development and reinvested its funding of \$55,000 in fiscal year 1994, and reduced state support of auditorium operations by \$26,600 in fiscal year 1994. The University also reduced the number of faculty and staff supported by General Revenue funds and readjusted staff workload in the Institute for Public Affairs, resulting in a reinvestment of \$262,700 in fiscal year 1994. The Institute adopted a new mission statement and established specific goals and priorities for focusing resources to produce further reinvestment in fiscal year 1995. The University also revised faculty workloads and funding sources in the Illinois Legislative Studies Center and television office and reduced expenditures for public radio (thereby, reinvesting \$54,300 in fiscal year 1994 and projected reinvestments of \$22,800 in fiscal year 1995). Additional program reviews and revisions are also planned for fiscal year 1995 for the public radio office, publications, and the Survey Research Office.

Intercollegiate Athletics. During fiscal year 1994, the University reviewed its athletic and recreation programs and developed a long-range plan in conjunction with the Student Senate and the athletic and recreation committee. The plan included the addition of women's basketball and the implementation of a \$3.00 per credit hour student athletic fee on all credits up to 13 hours. The fee is intended to replace \$130,000 of General Revenue funds previously used for athletics. The Board of Higher Education recommended that institutions not increase student fees to replace General Revenue funding for intercollegiate athletics in keeping with its policy on maintaining the affordability of higher education.

Conclusions and Recommendations. Sangamon State University made extensive improvements under the P•Q•P initiative and has made priority decisions and funding reinvestments in instruction, research, public service, and administration that have strengthened institutional priorities and program quality. In particular, University decisions have reinvested funds from off-campus programs and activities (e.g., the M.B.A. in Decatur, the B.S. in Nursing in Peoria, the downtown Springfield campus, and the Clayville Rural Life Center) and consolidated and strengthened programs in response to student demand and quality standards for professional training and practice. Also, the University made significant reinvestments from public service largely through workload adjustments and reducing the number of positions supported by General Revenue funds at the Institute for Public Affairs. As a result of these priority decisions, the University had an additional \$1.1 million available for undergraduate education and faculty and staff salaries in fiscal year 1994. The University projects an additional \$360,000 for reinvestment in fiscal year 1995.

In its strategic plan and priorities statement, the University established a broad agenda for institutional change and program quality. To realize these goals, the University will need to continue to make priority decisions that will enable it to support the high priority programs and activities it identified. The University also initiated an extensive number of instructional, public service, and administrative reviews. To fully benefit from these assessments, University administrators will need to monitor review processes carefully to ensure that each review examines appropriate data, consults appropriate staff, and is scheduled and well coordinated with other ongoing reviews.

Southern Illinois University at Carbondale

Southern Illinois University at Carbondale is organized into eight colleges and four schools, including the School of Medicine in Springfield. Enrollment decreased four percent from fall 1992 to fall 1993. In fall 1993, the University enrolled 23,881 students: 19,460 undergraduate and 4,421 graduate students. More than 75 percent attended full time. In fiscal year 1993, the University awarded 5,009 undergraduate, 793 master's, 151 first-professional, and 185 doctoral degrees. The University's average cumulative percentage of first-time freshmen earning a baccalaureate degree in four years is approximately 17 percent, 35 percent in five years, and 43 percent in six years. The percentage of graduates who completed in four years decreased by over three percent from the 1983-84 cohort to the 1989-90 cohort.

Priorities. The University established five general priorities to improve undergraduate retention and graduation rates, to enhance undergraduate education, to enhance graduate education and research, to enhance minority participation, and to promote service to the region--all consistent with the University's focus statement. While describing general directions that are consistent with its focus statement, the University's priority statements do not set an agenda for the coming year that is specific enough to guide program development and budget decisions.

The School of Medicine's priority statements address the maintenance of quality undergraduate medical education; support the economic, social, and cultural development of rural central and southern Illinois through health planning and telecommunications; and affirm commitment to primary care in rural and downstate Illinois. The School of Medicine's priorities reflect the University's focus statement and mission.

Instruction. Southern Illinois University at Carbondale offers 18 associate, 75 baccalaureate, 60 master's, two first-professional, one specialist, and 29 doctoral programs, as well as 17 medical residencies. The University provides off-campus programming (four baccalaureate programs and one master's) at nine sites. Two Illinois programs are offered in areas outside southern Illinois: the B.S. in Fire Science is offered at sites in Chicago and Lake County and the B.S. in Health Care Management is also offered in Lake County. The University also offers degrees in Technical Careers, Vocational Educational Studies, and Industrial Technology at various military installations throughout the United States. The University did not address off-campus programming in its 1994 productivity report.

In November 1992, it was recommended that Southern Illinois University at Carbondale consider eliminating, reducing, or consolidating five baccalaureate, nine master's, and eleven doctoral programs. Elimination of the College of Technical Careers and elimination or transfer of 18 associate degree programs also were recommended. In November 1993, the Board of Higher Education advised the Board of Trustees of Southern Illinois University that the B.S. in Consumer Economics and Family Management, the M.S. in Administration of Justice, the Ph.D. in Education (Physical Education), the Ph.D. in Sociology, and the Ph.D. in Political Science were no longer educationally or economically justified.

In response to these recommendations, the University eliminated four doctoral, three master's, two specialists, four baccalaureate, and five associate degree programs, as well as 27 concentrations

in 16 different programs since 1992. The University decided to retain the M.S. in Administration of Justice, the Ph.D. in Sociology, and the Ph.D. in Political Science. In fiscal year 1994, program eliminations, mergers, and reduction of duplicate courses in mass communications and media arts resulted in reinvestments of \$151,500.

Southern Illinois University at Carbondale continues to address priorities and quality issues related to the College of Technical Careers and undergraduate and graduate education. A plan for restructuring the College has been proposed. The plan includes elimination of some programs and upgrading others from associate to baccalaureate levels. These changes will be considered by the Board as new programs are presented for approval.

During 1993-94, the University reviewed 33 health professions and biological science degree programs, Mortuary Science, and the Center for Alzheimer Disease and Related Disorders. Reviews of biological sciences programs identified four areas of concern: enrollment declines in several doctoral and master's programs, the need for increased emphasis on molecular biology and genetics in the curricula, problems with cooperative research and external funding in zoology, and variable quality of entering graduate students. Low enrollment and degrees awarded in the Ph.D. in Zoology led to curriculum changes in 1993, and the Departments of Microbiology and Zoology are reviewing student quality and Graduate Record Examination scores. The Department of Physiology strengthened its undergraduate program by increasing course requirements in biochemistry and calculus, and the Department of Biological Sciences added a thesis option in its master's curriculum.

Health programs reviewed included seven associate, two baccalaureate, four master's, and two doctoral degree programs, as well as the first-professional degree in medicine. As a result of the reviews, the University proposes to eliminate the associate degrees in nursing and allied health career specialties; merge the A.A.S. in Respiratory Therapy with the B.S. in Health Care Management; convert the A.A.S. degrees in Mortuary Science, Radiologic Technology, and Dental Hygiene to bachelor's degrees; and retain associate degrees in Dental Technology and Physical Therapy Assisting.

The reviews of health programs indicated that all relevant programs are accredited, responding to strong occupational and student demands in southern Illinois, and providing successful graduates to health professions. The University eliminated the Ph.D. in Communication Disorders in 1993 and transferred the bachelor's and master's degrees in communication disorders to the Rehabilitation Institute. Although the majority of reviews of allied health programs in the College of Technical Careers provided adequate justification of the need for these health professionals, issues of curriculum reform, low graduation rates in the A.A.S. in Dental Technology, and the large number of hours required in several programs were not addressed.

Since 1992, the School of Medicine renegotiated its contractual arrangements with hospital clinical departments of pathology, radiology, and anesthesia; reduced clinical departments; and eliminated faculty positions in medical humanities and medical education to reinvest \$354,000. As stated in its priority statements, the School of Medicine is taking leadership in promoting primary care and emphasizing this priority in residencies, consistent with Board of Higher Education recommendations.

In response to the health professions' education policies adopted by the Board of Higher Education in September 1993, the University's Health Education Task Force was established. The Task Force examined the health professions needs of southern Illinois and developed a plan to address health care issues for the region. The report and recommendations were presented to the Southern Illinois University Board of Trustees in October 1994. Of particular importance is a proposal for the School of Medicine and College of Technical Careers to collaborate in developing a physician assistant program. The School of Medicine is planning other primary care initiatives, such as determining the feasibility of a rural primary care education track in its medical school curriculum.

Both the Carbondale Campus and the School of Medicine discussed faculty roles and responsibilities. In its fiscal year 1996 RAMP, the University highlighted faculty development activities and initiatives in each college and school. For example, the College of Business and Administration moved to distribution of teaching loads by interest, allowing faculty with a strong interest in teaching to teach nine to 12 hours each semester, and base merit increases on teaching performance. The School of Medicine emphasized its support of the Problem-Based Learning Curriculum and the faculty's significant time commitment.

Administration and Support. In November 1993, the Board of Higher Education recommended that the University review library services, health and medical services, executive management, financial management and operations, public relations and development, custodial care, and security and fire protection--all administrative subfunctions with higher than average expenditures from state appropriations. The University's 1993 productivity report described reductions and savings in five of these areas. The University's 1994 productivity report described the consolidation of administrative services in admissions and records, the library, Colleges of Science and Engineering, and Touch of Nature; the merger of the Departments of Agricultural Education and Mechanization and Plant and Soil Sciences; and the reorganization of student services, resulting in \$406,700 for reinvestment in fiscal year 1994. In addition, the University reported expansion of fund-raising efforts, computer enhancements, and alumni services--all for an undetermined cost. Productivity improvements in administrative and support services were less than the \$1.5 million projected for fiscal year 1994 by the University last year.

The School of Medicine reported eliminations and reductions in the Offices of Dean and Provost and the full recovery of costs incurred by service units in producing services--a reported \$554,000, although only \$307,000 represents real productivity improvements in fiscal year 1994. Recovery of costs is a revenue enhancement not related to priority decisions.

Research and Public Service. In November 1993, the Board recommended that the University review departmental research for productivity improvements. In fiscal year 1993, the University had eliminated two centers: the Renewal Institute for Practicing Educators and the College of Engineering and Technology's Applied Research Center. In addition, the University reduced the research support function of the Graduate School and Coal Extraction and Utilization Research Center, reorganized the library and legal clinic of the School of Law, and merged the responsibilities of the incubator program of the office of Economic and Regional Development with the Small Business Development Center. The elimination of the Renewal Institute for Practicing Educators resulted in the majority of productivity savings identified by the University in 1993.

In fiscal year 1994, the University consolidated and reduced functions in the Graduate School, restructured international and economic development, reduced instrumentation support, and merged placement, career, and testing services for a reinvestment of \$167,600. The University reported reductions in the Office of the Associate Dean for Research as productivity improvements in research and public service at the School of Medicine that resulted in \$141,000 of reinvestments in fiscal year 1994. In examining departmental research, the University found no potential productivity savings, reporting that current expenditures are consistent with the University's focus statement. The University should continue to examine research and public service for productivity improvements that enhance undergraduate and graduate programming consistent with the University's mission.

Intercollegiate Athletics. The University has proposed that state funding for intercollegiate athletics be reduced to 50 percent of its current level, or \$650,000, and that the resources required to phase out half of state appropriations be supported by an increase in student fees. The resources would be reinvested in three priority areas: conversion of associate degree programs to baccalaureate degrees, information technology, and retaining and strengthening doctoral programs recommended for elimination. Current plans to phase out state support of athletics by 50 percent include a substantial student fee increase in fiscal year 1996. The University should reconsider its use of fees

to support intercollegiate athletics and examine programmatic changes. The priorities for the use of reallocated funds should be reexamined.

Conclusion and Recommendations. Southern Illinois University at Carbondale should be commended for its efforts to address the needs of southern Illinois for educational programs in the health professions. The University should accelerate implementation of this plan.

The University should take steps to clarify its priorities so that they may guide decisions about internal budget allocations, budget requests, program revenues, and new program development. While some units have undertaken quality and productivity improvements, there is no indication that campus-wide planning and priority setting has guided these efforts. The University needs to sharpen the focus of instructional programs at all levels. Program priorities need to be established to guide program improvement and development plans. Particular attention should be directed to strengthening undergraduate programs and refining priorities in graduate instruction. Priorities for instruction need to be integrated with priorities in other areas--research and public service, faculty salaries and support functions--so that internal budget allocations and budget requests can be guided by campus-wide consensus. Further efforts are needed to reduce state funds allocated to intercollegiate athletics without increasing the financial burden on students.

Southern Illinois University at Edwardsville

Southern Illinois University at Edwardsville has a College of Arts and Sciences and Schools of Business, Dental Medicine, Education, Engineering, Nursing, and the Graduate School. Total fall enrollment at the University declined four percent between fall 1992 and fall 1993, with a further decline of one percent reported for fall 1994. In fall 1993, the University enrolled 11,263 students, of which 8,613 were undergraduate and 2,650 were graduate students. Thirty-nine percent enrolled part time. In fiscal year 1993, the University awarded 1,444 baccalaureate, 677 master's, and 10 doctoral degrees and 34 first-professional degrees in dentistry. In *Baccalaureate Student Graduation, Time-To-Degree, and Retention at Illinois Public Universities*, the University's four-year completion rates averaged about 10 percent, five-year completion rates averaged about 24 percent, and aggregate completion rates for students who entered in academic years 1984 through 1990 averaged 34 percent, compared with a statewide average of 55 percent. The University identified improvement of completion rates and reduction of time-to-degree completion as priorities for fiscal year 1995.

The University currently offers 41 baccalaureate and 34 master's programs, delivering seven programs at 16 off-campus sites. Off-campus programming at Southern Illinois University at Edwardsville is focused in southwestern Illinois, except for the B.S. in Nursing offered in six community college districts in southern Illinois, consistent with the University's mission and focus. The University did not address off-campus programs in its 1994 productivity report.

Priorities. The University's four-year plan targets four priorities--library acquisitions, instructional computing, instructional equipment renewal, and enhancement of instructional programs and services--for funding from tuition increases, new General Revenue funds, and internal reallocation. In addition, Southern Illinois University at Edwardsville requires that 4.5 percent of noninstructional expenditures be reallocated annually for salary increases, maintenance of the physical facilities, and mandated sick leave and retirement payouts. The University supports an Excellence in Undergraduate Education Fund as a high priority at \$650,000 annually.

The University identified eight priorities in its priority statement: to promote undergraduate education; to refine and enhance graduate programs; to make general academic improvements; to increase access, retention, and graduation of underrepresented students; to enhance campus life; to enhance the campus environment; to improve administrative efficiency; and to promote services to the region. These priorities reflect all aspects of the University's focus statement, as well as several

statewide priorities. For each priority, the University listed four to 14 specific actions for fiscal year 1995, requesting additional state funding for several.

Instruction. Since fall 1992, the University eliminated one doctoral, three dental specialist, two master's, and five baccalaureate programs, almost all those the Board staff recommended for elimination. The University also eliminated six concentrations or specializations, three of which were in fine arts, and reduced enrollments in speech pathology. In fiscal year 1994, the University eliminated one master's specialization. In addition to eliminations, academic unit reviews resulted in the restructuring of the School of Dental Medicine, formation of the College of Arts and Science, and consolidation of several departments in the School of Engineering. Together, fiscal year 1994 eliminations provided \$81,000 in reallocations to higher instructional priorities and permitted the addition of four graduate programs without new state resources. The University reported as one of its priorities the continuation of "learning communities" and the writing-across-the-curriculum program as academic quality improvements.

The University also enhanced library operations, renovated physics laboratories to accommodate twice as many students, and improved computer operating systems and materials in the School of Social Sciences, resulting in \$67,200 available for reinvestment. The University reported additional academic productivity improvements by increasing teaching by administrators, reducing course offerings in the humanities, and restructuring tutorial services in the School of Business.

During 1993-94, Southern Illinois University at Edwardsville reviewed six degree programs in the health professions and two in the biological sciences. All health professions programs are accredited or approved by the appropriate professional organization. The B.A. and B.S. in Speech Pathology and the M.A. in Art Therapy have increased enrollments, consistent with the Board of Higher Education's health professions' education policies. Also consistent with the Board's policies, the University reported that the percentage of Black students enrolled in the B.S. in Nursing is about eight percent, and the School of Nursing plans to continue increasing minority student participation through its Project Gain, while addressing nursing needs at the East St. Louis Clinic. Although all nursing graduates are employed, the School is taking steps to improve the pass rate on the national certification examination which is slightly below the national average of 91 percent. The B.S. in Nursing experienced an 18 percent decline in enrollments and three percent decline in degrees awarded over the past five years, and the University has reported the need for an increase in funding to implement improvements.

In response to the Board's policies on health professions, the School of Nursing and the School of Dental Medicine worked with colleagues from Southern Illinois University at Carbondale on the Health Education Task Force to examine health professions' issues in southern Illinois and to develop a plan to address these issues. As a result, the School of Dental Medicine is collaborating with Lewis and Clark Community College to develop an associate degree in dental hygiene and with St. Louis University in graduate dental education. The School of Nursing recently received a federal grant to deliver the B.S. in Nursing in Shawnee Community College district through telecommunications.

Administration and Support. Southern Illinois University at Edwardsville focused productivity improvements on administration in fiscal year 1994, resulting in \$1.2 million in reinvestments. The University reported further reductions in its departmental and academic administration expenditures, including 22 specific actions taken in fiscal year 1994 to eliminate positions, restructure units, and streamline operations. The University reduced personnel in administrative accounting and payroll, integrated a new administrative information system, implemented an electronic fund transfer option for employees, and automated purchasing and disbursements. The University convened a committee to review potential productivity savings in research, public service, and support functions. In the examination of departmental administration and executive management functions, the review concluded that recent eliminations and consolidations should result in a decrease in departmental administrative costs but that there is further potential for productivity savings in executive

management. The University will continue to review these areas and is considering participating in the NACUBO Benchmarking survey.

Public Service and Research. Since November 1992, the University has eliminated four research and public service units, merged two units, and began to phase out state support. Additional reductions in state-appropriated expenditures for public service were made in fiscal year 1994 in the Office of Economic Education and the School of Humanities. These actions resulted in more than \$544,000 available for reinvestment in higher priorities.

Intercollegiate Athletics. The University decided to retain state support for intercollegiate athletics at a level of 0.4 percent (\$225,500) of its state appropriation. In addition, Southern Illinois University at Edwardsville will maintain its NCAA Division II status in all sports, except soccer, and is pursuing membership in a stronger conference to facilitate scheduling with schools in closer proximity and to generate additional income. The University regularly measures student athlete grade point averages and graduation rates and found these comparable to those of all enrolled students. In 1990, a Faculty Academic Counselor for Athletics was hired to promote academic achievement among students in the athletic program.

Conclusions and Recommendations. Southern Illinois University at Edwardsville is to be commended for significant productivity improvements resulting from its comprehensive examination of instruction, research and public service, and administration and support. Priorities continue to guide reinvestment, with more than half of state reinvestment dollars going towards improving salary competitiveness. The University examined each of the Board of Higher Education's recommendations and has adopted them, in whole or in part, or has instituted other improvements to program quality. Eliminations and reductions in administrative functions and consolidation of academic units and research and public service centers resulted in significant savings. To continue to make progress in its P•Q•P efforts, Southern Illinois University at Edwardsville should continue to review its priorities and develop academic productivity measures that promote and assure quality programming.

The University of Illinois

As the state's land-grant and principal public research and doctoral-granting university, the University of Illinois provides instruction at all levels, as well as research and public service. The University reported internal reallocations of slightly more than \$15 million in fiscal year 1994, bringing its total reallocation over the past three years to \$57.4 million. Fiscal year 1994 reallocations supported the University's four highest priorities: improving salary competitiveness (\$6.3 million); enhancing instructional programs and academic support (\$3.3 million); upgrading the instructional environment, including the library, equipment acquisitions, and classroom and instructional laboratory renovations (\$3.2 million); and responding to critical deferred maintenance needs (\$1.5 million). Within these categories, each campus established its own priorities.

In the central administration, the chief method for achieving higher productivity was a targeted 10 percent employment reduction, the majority of which was achieved through attrition. Within the identified high cost category of public service, the University shifted the Survey Research Laboratory from the central administration to the Chicago Campus in fiscal year 1994 and downsized the Offices of Statewide Programming and Corporate and Public Services, the latter resulting in the reallocation of \$475,000. A comprehensive review of centrally administered public service expenditures, however, revealed that \$3.8 million in state dollars were appropriated specifically for the Fire Services Institute, the Police Training Institute, and the statewide library computer system.

University of Illinois at Chicago

The University of Illinois at Chicago is organized into 11 colleges, the School of Public Health, undergraduate Honors College, and the Graduate College. The campus offers 195 degree programs,

including 76 baccalaureate, 72 master's, 44 doctoral, and three first-professional programs (medicine, dentistry, and pharmacy). In fall 1993, the campus had the second highest total enrollment among all public universities at 25,445 students, including 16,444 undergraduates (65 percent), 6,786 graduate students (27 percent), and 2,215 first-professional students (9 percent). In fiscal year 1993, 2,533 students earned baccalaureate degrees, 1,372 earned master's degrees, 247 earned the doctorate, and 526 earned first-professional degrees. The campus' baccalaureate degree completion rate for students entering as freshmen--an average of 11 percent in four years, 27 percent in five years, and 35 percent in six years--is below the average for all public universities.

Priorities. The University of Illinois at Chicago's focus statement recognizes the campus' comprehensive role in providing undergraduate, graduate, and professional instruction and research and public service. The campus' unique contribution to the state's higher education system is its urban focus committed to strengthening the social and economic vitality of Chicago through instruction, research, and public service emphases on health care, school improvement, business and industrial development, and extended opportunities for minority groups.

As described in its 1994 priorities statement, the campus aspires "to become the nation's leading urban public research university" and recognizes the need to "become a much greater participant in the educational, cultural, community and economic life of metropolitan Chicago." The campus reported six immediate priorities: to enhance the quality of instruction and research programs through aggressive faculty, student, and staff recruitment and the provision of a stimulating work and study environment; to preserve quality while increasing diversity; to nurture collaboration with elementary and secondary schools to improve student preparation; to strengthen the campus' ability to address complex health care issues; to strengthen the regional economy through education and research partnerships; and to improve the cost-effectiveness of administrative and support services. Within each, specific actions to be taken in fiscal years 1995 and 1996 were described. The campus' priorities are consistent with its focus statement.

The Standing Campus Priorities Committee, established by the Chancellor in October 1991, guides the campus' planning, priority-setting, and budgeting process. In accordance with the Committee's five-year plan, the campus continued to reinvest resources obtained from differential academic and support unit assessments to higher campus priorities. In fiscal year 1994, the campus internally reallocated \$2.8 million to improving salary competitiveness, \$1.4 million to improving academic programs and support services, and \$2.3 million to purchase equipment, renovate classrooms and laboratories, and improve library support.

In addition to supporting the campus' priorities, these reinvestments also support the statewide priorities of improving salary competitiveness, undergraduate education, and minority student achievement. To improve undergraduate retention and completion rates, as well as minority student achievement, the campus invested reallocated funds to expand the number of sections in key freshman composition, mathematics, and science courses in fall 1994; to expand the summer orientation program for new students from one to two days; and to provide improved information to academic advisers. In fiscal year 1995, the campus also reallocated funds to initiate a telephone registration system and to increase student access to computers.

Instruction. In October 1992, the staff recommended that the University of Illinois at Chicago consider eliminating or consolidating 25 degree programs, including eight baccalaureate, 12 master's, and five doctoral programs. Since fall 1992, the campus eliminated or consolidated nine baccalaureate, 10 master's, and four doctoral programs. These program actions, while not identical, are of a scope comparable to those recommended.

During 1993-94, the University of Illinois at Chicago reviewed 32 degree programs in the health professions, 22 in the life sciences, and four related research and public service centers as part of the new statewide program review schedule. Within the health professions, three programs--B.S. in

Occupational Therapy, M.S. in Nursing, and Doctor of Pharmacy--address growing employment demands noted in the Board's policies on health professions education. The campus also reported that the School of Public Health developed a strategic plan to restructure and reorganize the School, restructured the curricula for the professional Master and Doctor of Public Health degree programs, and began restructuring the academic M.S. and Ph.D. in Public Health curricula. Departments in the College of Associated Health Professions also began to explore collaboration in both instruction and research. Eight program eliminations and consolidations reported above resulted from these 1993-94 program reviews.

To give greater visibility to its urban focus, the University of Illinois at Chicago proposes to establish a College of Urban Planning and Public Affairs, consisting of the existing School of Urban Planning and Policy (currently housed in the College of Art, Architecture, and Urban Planning), the Center for Urban Economic Development, the Urban Transportation Center, and a proposed new Great Cities Institute. The Great Cities Institute would bring together faculty members and graduate students from across campus, as well as visiting scholars and community experts, to address specific urban problems. The campus also proposes to establish doctoral programs in public administration, criminal justice, human nutrition and dietetics, anthropology, and kinesiology. The campus believes that expanded practitioner and research capacity in these fields would aid in addressing contemporary urban issues.

Administration and Support. Because its fiscal year 1992 administration and support expenditures were higher than average in departmental and academic administration and in operation and maintenance of the physical plant, the Chicago campus was asked to review these areas for potential savings. Since fall 1992, the campus implemented a Hospital Operations Improvement Program, resulting in \$7 million in internally reallocated funds, and completed a strategic plan to reduce costs in the College of Medicine. Although these actions are expected to curb expenditures, nearly a third of the total campus expenditures for academic administration are attributed to medical education. Due to the dispersion of medical education at four geographically separate sites, replication of specific administrative and support functions will continue to be necessary at each site.

The campus also merged the departments of pharmacetics and pharmacodynamics, the departments of English and linguistics, the departments of French and Spanish, Italian, and Portuguese, and the departments of biomedical visualization, health information management, and medical laboratory sciences for a net reduction of five units. Merger of the departments of anthropology and geography is pending. In addition, the campus transferred the College of Kinesiology to become a school in the College of Associated Health Professions and transferred the Department of Health Social Work to the Jane Adams College of Social Work to align research and instructional programs better. The campus also closed three and merged two administrative offices.

After a seven-year payback period, the campus' recently constructed cogeneration plant is expected to produce long-term utility savings. The plant currently meets about 60 percent of the east campus' electricity needs. In fiscal year 1994, the campus employed an enrollment manager who will examine opportunities to further consolidate admission functions, relocated student services into a single facility, and began a series of student retention efforts. These actions have potential for further reducing administration and support expenditures in future years.

Research and Public Service. The University of Illinois Hospital and Clinics are responsible for the majority of the campus' public service activities. Expenditures for direct patient care accounted for 84 percent of public service expenditures from state-appropriated funds in fiscal year 1994, down from 96 percent in fiscal year 1992.

In addition, there are 20 formally organized centers and institutes, 11 of which administer multidisciplinary research and public service programs in the health sciences. Since fall 1992, the campus has implemented measures to reduce costs and improve operations in the Hospital and

Clinics, merged two research and public service centers, adopted a campus-wide research support policy to maximize productivity and reduce state support for research centers, and transferred the training and public service programs of the Institute for the Study of Developmental Disabilities to the College of Associated Health Professions. In fiscal year 1995, the campus received \$7.8 million in transfer from the Illinois Department of Mental Health and Developmental Disabilities to expand research in mental health.

Since expenditures for departmental research exceeded the public university average in fiscal year 1992, the University of Illinois at Chicago was asked to bring expenditures for departmental research into balance with expenditures for organized research during fiscal year 1994. The campus' 1994 productivity report indicated that the campus reduced departmental research expenditures about three percent from fiscal year 1992 to fiscal year 1993 and expected final fiscal year 1994 expenditures would evidence further decline.

Intercollegiate Athletics. Although no state funding supports intercollegiate athletics, the campus charges students a mandatory athletic fee. Since the campus' mandatory fees were the highest and its athletic fee was the second highest among public universities in fiscal year 1992, the campus was asked to examine all mandatory student fees for their impact on affordability and to provide information on specific productivity improvements in intercollegiate athletics in its 1994 productivity report. The campus did not provide information on productivity improvements in intercollegiate athletics in its 1994 productivity report. The campus' 1994 productivity report, however, indicated that the fee for intercollegiate athletics was 20 percent (\$134) of total student mandatory fees in fiscal year 1994. In its discussion of fees, the campus also indicated that 12 percent (\$80) of total student mandatory fees in fiscal year 1994 supported on-campus student housing. Although the campus argued that the availability of student housing contributes to the overall quality of student life on campus, the practice of charging commuting students a housing fee is highly questionable and does not contribute to maintaining affordability for students.

Conclusions and Recommendations. The University of Illinois at Chicago is commended for strengthening its focus on urban issues. In the past several years, the campus streamlined its organizational structure by merging colleges and departments and consolidating or eliminating service units. The campus merged or eliminated some degree programs, expanded capacity in programs with high regional demand, and launched a series of efforts to improve undergraduate retention and graduation rates. The campus also improved efficiency and service by computerizing administrative functions, developing better information for decision making, and adopting total quality management perspectives.

During 1994-95, the University of Illinois at Chicago will need to examine again its undergraduate student fees. In addition, the campus needs to examine areas not addressed during 1993-94, including the evaluation of off-campus programming, use of distance learning technologies, and collaboration with other Chicago-area colleges and universities in addressing urban and school-college issues.

University of Illinois at Urbana-Champaign

The University of Illinois at Urbana-Champaign is organized into 10 colleges, two schools, two institutes, and the Graduate College. The campus offers 355 degree programs, including two certificate, 134 baccalaureate, 124 master's, nine advanced certificate, 84 doctoral, and two first-professional programs (veterinary medicine and law). In fall 1993, the campus enrolled 38,912 students, including 27,759 undergraduates (71 percent), 10,226 graduate students (26 percent), and 927 first-professional students (2 percent). In fiscal year 1993, the campus awarded 58 certificates and 5,779 baccalaureate, 2,410 master's, 705 doctoral, and 271 first-professional degrees.

Priorities. The University of Illinois at Urbana-Champaign's focus statement recognizes the comprehensive scope of instruction, research, and public service offered by the campus. The campus' unique contribution to Illinois higher education lies in its fulfillment of the traditional land-grant mission in the fields of agriculture and natural resources, engineering, business and commerce, and basic arts and sciences. The campus' 1994 priorities statement, reflecting the Budget Strategies Committee's July 1991 report, *Campus Planning for the 1990s*, identified six funding priorities for fiscal year 1995: to increase salary and total compensation for faculty members, to improve undergraduate education, to reconfigure instructional space to improve instructional quality, to support minority graduate and undergraduate students, to invest in instructional equipment, and to extend access to the library. Within each priority, specific actions for fiscal year 1995 were described. The campus' 1994 priorities are consistent with statewide priorities.

In fiscal year 1994, the campus reinvested \$7.8 million in these priorities, including \$3.2 million to improve salary competitiveness, \$1.5 million to improve undergraduate education, and \$1.3 million to improve technology. Among the specific actions taken to improve undergraduate education in fiscal year 1995 was the initiation of the Discovery Program in which about a third of the incoming fall 1994 freshmen were able to register for a small class taught by full-time tenured or tenure-track faculty members. Also for fiscal year 1995, additional sections of high demand English, chemistry, foreign language, and accounting classes are being offered; 37 classrooms in five buildings are being remodeled and equipped with state-of-the-art instructional equipment; out-dated computer stations are being replaced; and student access to computers is being expanded.

The Budget Strategies Committee's *Campus Planning for the 1990s* established campus priorities and reallocation targets that have guided the campus' decision making and budgeting processes during the 1990s. In fall 1993, the new chancellor challenged the campus to begin development of an academic plan to guide the campus into the next century. Task groups charged to address ten principal themes presented their reports to the campus community in fall 1994. The steering committee expects to complete a draft of the overall Academic Plan for the Year 2000 in early 1995, with the final plan expected by the end of the 1994-95 academic year.

Instruction. In October 1992, staff recommended that the University of Illinois at Urbana-Champaign consider eliminating 33 degree programs, including three certificate, seven baccalaureate, 15 master's, two certificates of advanced study, and six doctoral programs. In addition, the campus was asked to review for possible consolidation programs offered in the Colleges of Agriculture, Applied Life Studies, and Engineering and possible duplicative teacher preparation programs offered in the Colleges of Education and Liberal Arts and Sciences. Since fall 1992, the campus has eliminated one certificate (with a second elimination in process), five baccalaureate, three master's (with another elimination in process); one certificate of advanced study; and three doctoral programs and merged two baccalaureate and two doctoral programs. Additional eliminations and consolidations are expected from on-going college reviews and as a result of the statewide program review focus on teacher preparation programs during 1994-95.

Of particular note is the University's recently completed intergovernmental cooperative agreement with Lincoln Land Community College on behalf of a 16-college consortium. Under this agreement, the Urbana-Champaign campus provides the technical courses necessary for community college students to complete the Associate in Applied Science degree and earn certification in aviation mechanics. By contracting instruction, the campus can maintain the faculty expertise needed for related research and public service programs while discontinuing its own certificate program in aviation mechanics. At the same time, the agreement provides residents of the greater central Illinois region access to affordable training.

In November 1993, the Board of Higher Education advised the University of Illinois Board of Trustees that the B.S. in Astronomy, B.S. in Entomology, B.S. in Biophysics, B.S. in Food Industry,

B.S. in Human Resources and Family Studies (Foods and Nutrition), M.S. and Ph.D. in Foods and Nutrition, and the M.S. in General Human Resources and Family Studies offered by the Urbana-Champaign campus were no longer educationally or economically justified. In its 1994 productivity report, the campus indicated that recommendations to eliminate or consolidate five of these programs and others offered in the College of Agriculture will be forwarded after the restructuring of the College has been completed, as discussed below. The campus also indicated it plans to retain the baccalaureate program in astronomy and options in entomology and biophysics. The University of Illinois Board of Trustees, however, has not acted on the Board of Higher Education's advice.

During 1993-94, the University of Illinois at Urbana-Champaign reviewed the B.S. in Restaurant Management, 28 degree programs in the life sciences, 11 in the health professions, and three related research and public service centers as part of the statewide program review process. The B.S. in Restaurant Management and life science programs were found to be of generally high quality. As part of the College of Liberal Arts and Sciences' five-year plan, described below, the School of Life Sciences is in process of restructuring and realigning its faculty and programs to recognize growth in some subfields and decline in others. As a result of program review and the planning process, the school plans to seek approval to offer a separate doctoral program in cell and structural biology, one of the fastest growing life science subfields.

Among the health programs reviewed were the first-professional and graduate programs in the veterinary medical sciences. Since the University's College of Veterinary Medicine is the only veterinary medical college in the state and one of only 27 in the country, the College needs to provide instruction, research, and public service of especially high quality. The reviews on the three degree programs offered by the College and on the Center for Zoonoses Research raised questions about the quality of the programs and whether they are meeting student and practitioner educational needs and state and national employment and research needs. Although the reviews discussed the problems, the reports did not describe how the problems were being addressed.

Administration and Support. To reduce academic and departmental administrative expenditures, it was recommended in October 1992 that the University of Illinois at Urbana-Champaign consider eliminating the School of Human Resources and Family Studies in the College of Agriculture, the School of Social Work, and the College of Applied Life Studies and reassign viable, high quality instructional and research programs to other campus units. During 1992-93, a task force of the Budget Strategies Committee proposed creating a new College of Health and Human Development by merging the Schools of Human Resources and Family Studies and Social Work and the Colleges of Applied Life Studies and Education to better align related instruction and research programs. Although the campus' 1993 productivity report indicated the administration would review and act on this proposal in 1993-94, no action was reported in the campus' 1994 productivity report.

The campus' 1994 productivity report, however, indicated that the College of Agriculture completed a comprehensive review to re-focus its mission, resulting in the proposed reorganization of the College. The proposed reorganization will consolidate the School of Human Resources and Family Studies (comprised of three divisions), eight departments, an office, and a stand-alone program into seven departments. Following action on the proposed reorganization, the College's degree programs will be restructured and consolidated to align with the new college structure.

Also during 1993-94, the College of Liberal Arts and Sciences completed a comprehensive review and adopted a five-year financing plan to reallocate \$5.3 million internally by fiscal year 1997. Key components of the College's plan are the creation of a position control system at the college level and the identification of priorities among programs and departments that will result in expansion, downsizing, and elimination over the next several years.

In addition to college restructuring, the Urbana-Champaign Campus compared its expenditures for operating and maintaining its physical plant to those of other public universities in the Big Ten.

The comparison showed that the campus' expenditures per gross square foot (excluding utility costs) were second lowest among Big Ten universities.

Research and Public Service. The University of Illinois at Urbana-Champaign operates 28 formally organized research and public service centers and institutes. Since fall 1992, the campus has closed the Research Services Office and six research and public service centers: the Computer-based Education Research Laboratory, the Advanced Construction Technology Center, the National Center for Composite Materials Research, the Center for Cement Composite Materials Research, the Advanced Environmental Control Technology Center, and the Center for Instructional Research and Curriculum Evaluation, the last of which the Board of Higher Education advised was no longer educationally or economically justified. The University of Illinois Board of Trustees already acted to discontinue four of these six centers. Through flexible organizational structures such as centers and institutes, the campus intends to focus on those research questions that cross traditional disciplinary boundaries and to promote the transfer of technological innovations and discoveries to serve the greater needs of society.

The campus' ratio of nonstate to state expenditures for research continued to increase from \$2.60 in nonstate funds for every dollar of state funds in fiscal year 1990 to \$5.94 per state dollar in fiscal year 1994 and for public service from \$2.10 in nonstate funds for each dollar of state funding in fiscal year 1990 to \$2.91 per state dollar in fiscal year 1994, reflecting continued growth in external funding for research and public service.

Intercollegiate Athletics. No state funding supports intercollegiate athletics nor does the campus charge a mandatory athletic fee.

Conclusions and Recommendations. The University of Illinois at Urbana-Champaign is commended for its extensive examination and proposed restructuring of the Colleges of Agriculture and Liberal Arts and Sciences. The realignment of the Institute for Aviation and its creative response to meeting regional needs for aviation mechanics instruction through contracting with community colleges while retaining the faculty expertise needed for related University programs is also commended. The campus eliminated or merged some degree programs and reallocated funding to improve the freshman year experience, implement new general education requirements, and expand the availability of undergraduate courses. Finally, the campus eliminated research and public service units that no longer address high priorities.

During 1994-95, the University of Illinois at Urbana-Champaign should continue restructuring academic colleges and departments and then establish priorities among them in order to protect and enhance investments in fields in which it offers unique or exceptionally high quality programs. In particular, the campus needs to evaluate the future directions of the College of Veterinary Medicine and reallocate resources, as necessary, to implement them. The campus also is encouraged to step up efforts to implement its campus-wide general education program and to continue to expand the number of sections in high demand undergraduate courses by redirecting funds from low priority programs to these efforts. Finally, in its 1995 productivity report, the campus should address off-campus programming, the use of distance learning technologies, and collaboration with other colleges and universities through regional consortia, areas that were not addressed in 1993-94.

The Community College System

Each of the 49 Illinois community colleges submitted to the Illinois Community College Board a productivity report that described specific productivity improvement decisions made during 1993-94. The Illinois Community College Board prepared a system summary, *1994 Accountability and Productivity Report for the Illinois Community College System*, that classified the colleges' productivity and accountability improvements into five functional areas: instructional units, academic and student

support programs, overall academic functions, administrative functions, and public service. Together, the community colleges identified productivity improvements totaling \$23.7 million. Of this total, \$4.4 million was available from productivity improvements in instructional programs, \$1.4 million from academic and student support services, \$4.5 million from overall academic functions, \$10.3 million from administration, and \$3.1 million from public service programs. The system summary also provided a state-level analysis of selected community college productivity issues and state-level accountability and productivity initiatives.

As a part of each college's 1994 productivity report, the community colleges were asked to respond to a series of statewide productivity issues: the use of benchmarks to identify possible areas for productivity improvement, opportunities for enhancing productivity through cooperative arrangements, and the relative priority of using college resources to support auxiliary enterprise operations and intercollegiate athletics. In addition, colleges were asked to discuss productivity improvements in staffing, low enrollment programs, and institutional costs in response to Illinois Community College Board staff analyses of administrative costs, retention rates, transfer rates, minority student achievement, remedial education, and auxiliary enterprise operations statewide. Based on statewide data and college responses, the system's summary report recommended that each college review administrative costs, student retention data, minority student achievement, and transfer rates and report specific initiatives and improvements in each area in its 1995 productivity report.

Priorities. The community colleges continued in 1993-94 to reinvest in community college system priorities: improvements in teaching and learning, requirements of a changing workforce, student services for an increasingly diverse population, business alliances, and school-to-work and transfer and articulation initiatives. However, community colleges have not been asked to develop priority statements to guide college-level decisions about productivity improvements, program development, and budget allocations.

Instruction. Illinois community colleges offer baccalaureate-transfer instruction leading to the Associate in Arts and Associate in Science degrees, occupational programs leading to certificates and the Associate in Applied Science degrees, and a variety of preparatory programs and courses, including adult basic and secondary education, English as a second language, and remedial or developmental courses. In addition, each college offers a variety of continuing education and employment training courses for the citizens of its district. During 1993-94, the community colleges identified over 475 reinvestment and quality-enhancing activities in the instructional area. Thirty-one colleges withdrew or deactivated 164 degree and certificate programs, while 18 colleges added a total of 40 degree and certificate programs, based on information on enrollment trends, program review, labor market information, occupational follow-up studies, and data from the employment tracking system. Community colleges also identified telecommunications technology as a method for enhancing their overall academic offerings and further enhanced academic offerings through such actions as outcomes assessment and student tracking initiatives, professional development programs, and improvements in course scheduling.

Administration and Support. During 1993-94, the community colleges identified over 250 actions to redirect \$10.3 million from administrative units to higher priority activities, including \$1.2 million from utility savings and \$1.3 million from insurance savings as a result of joint insurance purchasing or increased employee contributions. Many colleges consolidated units and reduced administrative costs.

Research and Public Service Since community colleges do not have a mission to conduct research as do universities, little productivity improvements can be made in this area. However, during 1993-94, the community college system secured outside funding to improve the productivity of public service programs.

Illinois Community College Board Initiatives. Community college system goals and objectives were set forth in the system's strategic plan, *Vision 2000*, developed in collaboration with community college students, faculty, staff, trustees, and district residents. *Vision 2000* provided the framework for planning and priority setting for the community college system at both the campus and state levels. Achievement of the system's goals and objectives for fiscal years 1993 and 1994 were assessed in the system's productivity report summary, with goals reviewed in six major areas: accountability, articulation, teaching and learning, telecommunications, workforce preparation, and community college advocacy. In addition, the Illinois Community College Board reviewed state-level processes and procedures. After examining college data submission requirements, the staff consolidated several surveys and reports.

Conclusions and Recommendations. During the past two years, the community college system developed goals and objectives and identified strategies for achieving them. The Illinois Community College Board conducted base-line studies of retention, transfer rates, and various cost centers to assist colleges in reviewing their own operations and achievements. Within this mission and scope of instructional programs, individual community colleges need to sharpen their focus by setting priorities during 1994-95. Beginning with the RAMP submitted in August 1995, each community college is expected to identify its highest priorities for improving the quality of student learning and increasing the productivity of programs and services. The individual, institutional statements must address specific priorities for units of instruction, administration, and public service. In addition, as part of their productivity reports, community colleges should distinguish and report both the sources of funds for reallocation and the targets for reinvestment.

The Illinois Community College Board is commended for the analytical studies it conducted over the past year to support the P•Q•P initiatives at community colleges. The Illinois Community College Board is also encouraged to identify low quality or low priority programs and exercise its powers to eliminate programs in accordance with the system priorities. These actions should be reported separately in its August 1995 system submission.

Private Colleges and Universities

The Federation of Independent Illinois Colleges and Universities prepared and submitted a summary of the results of its second survey on productivity initiatives in the private not-for-profit sector and the Board of Higher Education's Proprietary Schools Advisory Committee prepared a summary of the reports submitted by seven proprietary degree-granting institutions. In addition, 16 private not-for-profit colleges and universities submitted 1994 productivity reports directly to the Board of Higher Education.

The Federation of Independent Illinois Colleges and Universities issued guidelines for the preparation of productivity reports and expanded its 1993-94 Productivity Survey to collect information on productivity improvements in eight categories: computer and information management; work environment; human resources; sourcing and subcontractor relations; external collaboration; budgeting, strategic planning, and accountability; student learning experiences; and faculty and curriculum. The Federation intends to publish a directory of productivity resources gleaned from institutional survey responses.

The Federation's report presented the results of survey responses from 32 institutions, summarizing initiatives undertaken during 1993-94 by academic affairs, enrollment management, external and internal institutional affairs, and student affairs departments. The report indicated that:

- one-third of the respondents engaged in strategic planning during the past year;

- one-fourth of respondents increased student learning activities and services, including student involvement in learning activities, persistence and retention efforts, feedback surveys and learning assessments, counseling and advising, library services, multicultural activities, and peer tutoring;
- nearly one-third of respondents engaged in faculty development to improve instruction, including increasing interdisciplinary and team teaching, modifying curriculum, increasing advising and teaching loads, eliminating programs or courses, and consolidating offerings;
- more than a fourth of respondents added new positions in 1993-94, while 37 percent reduced staffing through position consolidation or elimination; reducing full-time to part-time positions; merging functions within departments or consolidating departments; and increasing reliance on student employees;
- over one-third of respondents improved productivity by providing employee training;
- nearly a quarter of respondents collaborated with other colleges and universities, public organizations, elementary and secondary schools, and businesses to initiate or enhance distance education, transfer programs, volunteer networks, library resource sharing, or bridge programs for minority students; to provide financial aid workshops, mentoring and tutoring programs, adopt-a-school programs, or academic coursework for schools or school children; or in community health care, student internships, and corporate scholarship partnership programs;
- over half of the responding institutions upgraded their information management systems to improve information access, including initiatives to improve distance learning, student career counseling, computer-assisted instruction, enrollment management systems, data linkages among departments, and financial aid processing; and
- over half of all departments redesigned workspace, improved the use of facilities, or introduced conservation techniques.

The Proprietary Schools Advisory Committee formulated goals and priority statements for the proprietary sector and identified future steps for the involvement of proprietary schools in the P•Q•P initiative. In its 1994 productivity report summary, the Committee indicated that the responding proprietary institutions reported productivity improvements in instruction, retention and placement, administration, faculty development, and student services. Specifically, the proprietary schools:

- initiated efforts to improve goal statements and identify priorities;
- focused instructional improvement on curriculum enhancement, including restructuring general education requirements, conducting self studies for accreditation, and enhancing teaching and learning;
- increased efforts to improve retention and career placement, including a double-placement strategy through which students develop employment skills and history prior to graduation, first-term instructor meetings and a faculty mentoring program, and a 24-hour job hotline and video presentations on job research techniques;
- initiated faculty development efforts, including a faculty retreat during which faculty identified solutions to issues inhibiting class quality and the establishment of systems to assure that curriculum guides are used appropriately; and
- improved administrative efficiency through staff restructuring, computerizing administrative functions, and implementing loan default management systems.

As part of their P•Q•P efforts in 1994-95, private colleges and universities are encouraged to participate in the statewide initiatives on faculty roles and responsibilities, affordability, and articulation. Private colleges and universities are particularly encouraged to participate in the private institution shared enrollment and graduation data system housed at DePaul University.

Directions for 1994-95 and Recommendations for Board Action

The P•Q•P initiative, since its beginnings in 1991, has focused on decisions that will strengthen the quality and productivity of higher education. By focusing on priority choices, the initiative also has become an effective strategy in enabling colleges and universities to meet new challenges and take advantage of new opportunities.

The P•Q•P initiative is entering its fourth year in 1994-95. During the first year, parallel processes at the campus, governing board, and state levels identified areas in which priorities should be sharpened, quality strengthened, and productivity improved. In November 1992, a plan was adopted to reinvest in higher education's most important priorities--undergraduate teaching and learning, minority student achievement, workforce preparation, affordability, and competitiveness of faculty and staff salaries. Reinvestments were to come from lesser priority programs and activities in administration and support, instruction, research and public service, and intercollegiate athletics. The November 1992 and November 1993 reports described institutions' P•Q•P efforts.

Central to the success of the P•Q•P initiative is its integration into the ongoing processes of planning, priority setting, program development, internal resource allocation, and budget development at the campus, governing board, and state levels. The *Guidelines for Improving Productivity in Illinois Higher Education* (August 1992) have served as the framework for the P•Q•P initiative and are provided in Appendix B of this report. The *Guidelines* suggest opportunities and directions for making productivity improvements in five critical areas: instructional units, public service and research, administrative functions, state-level process, and the academic productivity of the institution. Each governing board, as well as each institution, should be using the *Guidelines* as it plans, sets priorities, allocates resources, makes decisions about program review and new program development, and develops budget requests.

The identification of priorities and the use of these priorities in making decisions is also central to the P•Q•P initiative. During the past year, revisions to RAMP for public universities and community colleges were implemented. As described earlier, an important revision was the introduction of campus priority statements to identify the most important objectives that an institution plans to achieve in the coming year. A campus' priority statement, updated annually, is expected to provide the foundation for setting priorities, making quality and productivity improvements, developing new programs, and allocating resources. Governing boards and institutions need to refine priorities statements so that they provide clear direction for decision making.

Because of the important role that the governing boards of public universities and community colleges need to play in the P•Q•P initiative, they will be asked to provide a separate report in August 1995 that describes how the P•Q•P has been integrated into their decision making process of planning, priority setting, program review and approval, program elimination, internal resource allocation, and budget development. In addition, governing boards are asked to describe how the *Guidelines for Improving Productivity in Illinois Higher Education* have been applied in decision making processes and make suggestions for additions or changes to the guidelines.

Academic Quality and Productivity

While continuing P•Q•P efforts in instruction, research and public service, and administrative functions, during 1994-95, the academic quality and productivity of the institution will be the focus of attention. Academic quality and productivity defines the fundamental purpose of higher education: student learning and achievement, as well as contributions to society through research and public service.

For an institution to improve academic quality and productivity it must improve student learning. The examination of academic quality and productivity shifts attention from individual academic or administrative units to the interaction between students and faculty members in learning and teaching across academic programs, the coordination and organization of the support activities necessary for learning to occur, and the effective use of faculty and staff time and expertise, information, and the physical and technical resources that affect student learning. Improving the quality of student learning will require institutions to find new and creative ways to deliver instruction, and to reexamine assumptions about how time and resources are organized. Colleges and universities need to capture the promise of technology for expanding opportunities for instruction. New ways of teaching and learning need to be explored. Many institutions have used technology to improve services and provide services more efficiently. These efforts should be expanded. Finally, technology provides avenues for information to be acquired, stored, and used more effectively. The focus on examining a campus' academic quality and productivity also encompasses pursuit of statewide priorities on improving undergraduate education, minority student achievement, and affordability.

The following *Guidelines for Improving Productivity in Illinois Higher Education* (August 1992) identify academic quality and productivity factors that should be examined by each campus within the context of its specific focus and priorities:

- Staffing patterns should be modified in ways that improve productivity and avoid adverse effects on the quality and effectiveness of institutional functions.
- Institutions should assure that any declining trends in instructional workloads are evaluated and should consider modifying workload policies when faculty workloads are significantly less than institutional, statewide, or national averages.
- Institutions should reexamine their policies related to faculty development and sabbaticals to ensure that they are effectively supporting scholarship and faculty renewal goals and that expenditures for faculty scholarship and renewal are in balance with direct instructional, research, and public service expenditures.
- Institutions should consider shortening vacation schedules and semester breaks and modifying academic calendars so that students can pursue coursework on a year-round basis and institutional facilities and resources are effectively utilized.
- Institutions should examine trends in resource commitments to academic support functions and technologies and reverse trends that are not promoting increased academic productivity.
- Institutions should consider focusing the scope of their offerings to achieve appropriate student-faculty ratios, program-major cost levels, and enrollment and degree production levels across fields of study and by levels of instruction.
- Institutions should eliminate or consolidate formally organized academic units or off-campus sites that have low levels of direct expenditures in relation to overhead costs, that are less

central to the mission of the institution, and whose services are provided effectively elsewhere in the state.

- Institutions, systems, and the Board of Higher Education should refine and streamline academic review and approval processes. Colleges and universities should expand resource sharing across academic units and with other institutions at off-campus sites.

During 1994-95, analyzing initiatives to improve academic quality and productivity will be expanded, and new initiatives will be launched.

Faculty Roles and Responsibilities. The May 1994 status report set forth a plan for enhancing faculty quality and productivity statewide. The plan called upon colleges and universities to develop plans to enhance faculty contributions to institutional missions; to reexamine faculty personnel policies to ensure that these policies are consistent with campus priorities and mission; and to launch appropriate faculty development programs and revise incentive systems. The plan also called for the Board of Higher Education staff to convene follow-up conferences and meetings in support of campus initiatives and to work with colleges and universities to develop meaningful and reliable assessments of faculty work in order to better explain faculty contributions.

The goal for 1994-95 is to create a base for change and to encourage institutions to organize and expand their efforts to address faculty roles and responsibilities. The main focus will be the development of campus and governing board plans for enhancing faculty instructional quality and productivity. It is expected that each campus' faculty will provide leadership in development of plans and that plans will cover a multi-year period, with timetables for implementation. Each campus plan also should describe goals and objectives and show how initiatives in three critical areas--faculty development, faculty contributions, and rewards and incentives--support and advance these goals and objectives.

Affordability. Many of the recommendations of the Committee to Study Affordability speak directly to issues of academic quality and productivity. The Committee specifically addressed the importance of strong academic preparation for college as a factor in both the quality of students' learning and in the total cost for completing a college degree. The Committee was also concerned about students needing longer periods of time to complete their degrees which also increases costs. The Committee's recommendations that would improve academic quality and productivity include improving preparation, increasing opportunities for students to earn college credit in high school, promoting timely progress through college, and establishing three-year degree programs. The Committee also recommended that colleges and universities improve academic calendars, curriculum requirements, and course scheduling and sequencing to facilitate timely degree completion.

Implementation of the Committee's recommendations will begin immediately following their adoption as policies by the Board of Higher Education, expected in November 1994. Efforts to improve academic preparation for college will be expanded, and Board staff will work with other agencies and institutions to eliminate barriers to early college-level work.

Assessment of Student Achievement. The critical indicator of the academic quality and productivity of an institution is the academic achievement and success of its students and graduates. The Board's policies on undergraduate education call for each college and university to assess individual student progress in developing baccalaureate-level skills and achieving objectives for general education and the major. Institutions are expected to assess progress at appropriate intervals and use assessment results to reinforce academic standards and promote student progress.

The Board's policies also call for reviewing undergraduate education and for monitoring student achievement in undergraduate education, using trends in student progress, retention, and completion. Each year, public colleges and universities review one aspect of undergraduate education. In July

1994, public institutions reported on their processes for assessing undergraduate achievement. In spring 1995, a report on these assessments processes will be submitted to the Board along with recommendations for improving assessment systems and using assessment information more effectively.

Indicators of Academic Quality and Productivity. Nationally, there has been growing interest in the development of accountability measures and ways to examine difficult policy questions. Many states have developed indicators or statistical measures selected to communicate higher education's priorities or to meet demands for accountability. Many of the indicators used in other states parallel elements included in regular Board of Higher Education studies.

As part of its master planning responsibility, the Board of Higher Education addresses significant policy questions related to higher education's most important goals and objectives. Historically, the Board has worked with the higher education community and others to develop or revise policy goals and directions as major issues arise and to formulate methods for showing that higher education is accountable for achieving these goals. In the past year, for example, several reports provided information on higher education's achievement of statewide objectives such as *Minority Students in Illinois Higher Education: A Review of Progress and Policy and Program Developments* (July 1994); *Undergraduate Education: Access and Preparation Reexamined* (March 1994); *Undergraduate Education: Transfer and Articulation* (May 1994); *Baccalaureate Student Graduation, Time-To-Degree, and Retention at Illinois Public Universities* (May 1994); and *Fiscal Year 1994 Faculty and Civil Service Salaries* (October 1994). External observers have suggested that one of the strengths of these reports is that they tie directly to higher education's goals and use multiple measures to examine complex issues.

During the coming year, the Board's information systems and regular reports should be examined to determine if there is sufficient information to address important policy questions and if there is need to improve the information collected and methods of collection. Three separate student-oriented information systems have been developed cooperatively by colleges and universities and the Board's staff. These systems address fundamental questions about student achievement and success in higher education. The high school feedback system provides information about how well students' high school work has prepared them for success in college. The shared enrollment and graduation database provides answers to such questions as: How many students successfully transfer from one institution to another? How long does it take students to obtain their degrees? and How many students eventually graduate? The baccalaureate follow-up survey addresses the questions: How satisfied are graduates with their education? To what extent and how soon are graduates employed following graduation?

These systems provide important measures of the academic quality and productivity of individual institutions and useful indicators of higher education's achievement of statewide goals for undergraduate education. However, there are limits to these systems. For example, information on preparation or freshman academic achievement from the high school feedback system cannot be linked to transfer, graduation, or time-to-degree from the shared enrollment and graduation system. During 1994-95, these systems should be examined in cooperation with colleges and universities to make sure that the systems are serving their intended purposes, that the information collected is adequate for addressing policy issues, and that the information is used effectively.

Telecommunications and Underserved Areas. During fiscal years 1994 and 1995, grants were made to support development of a statewide telecommunications system. The ability to expand learning opportunities through distance learning provides colleges, universities, and schools with significant opportunities to strengthen academic quality and productivity and expand educational access. The use of telecommunications and other technologies also provides avenues for improving the use and distribution of information and for expanding methods and approaches for teaching and learning. Institutions should continue to develop ways of using technology to improve academic

quality and productivity. By the end of fiscal year 1995, over 275 classrooms will be equipped to provide instruction via video-based telecommunication systems linking colleges, universities, schools, correctional centers, and workplaces. The telecommunications initiative has promoted resource sharing and cooperative offerings among educational institutions.

In response to the Board's request that colleges and universities examine their off-campus programming during 1993-94, only two public universities reported significant productivity improvements by reducing the scope of off-campus offerings. During 1994-95, the staff will conduct a survey of off-campus offerings. Survey results will be compared to those obtained in 1990 to see if progress has been made in serving underserved areas and reducing unnecessary duplication among programs and courses offered.

Conclusions and Recommendations

While much has been accomplished in the past three years, the P•Q•P initiative must continue in order to preserve and strengthen the quality of higher education and its ability to respond to new challenges and demands. During 1993-94, progress was made in improving the productivity of instruction, administration and support services, and research and public service. Most governing boards have begun to address funding for intercollegiate athletics. While these areas will continue to be addressed at the campus, governing board, and state levels, initiatives in other areas are needed. During 1994-95, work will continue on examining faculty roles and responsibilities, and the implementation of policies to improve the affordability of higher education will begin. Special attention will be directed to the academic quality and productivity of institutions.

The following resolutions reaffirm the priorities for the P•Q•P initiative, recognize the results of campus and governing board efforts in 1993-94, and set directions for 1994-95. The staff recommends adoption of the following resolutions:

The Board of Higher Education hereby reaffirms its commitment to reinvesting in its highest priorities: the improvement of undergraduate teaching and learning, minority student achievement, workforce preparation, affordability of higher education, and competitiveness of faculty and staff salaries. Continuing reinvestment must come from strengthening each institution's distinctive focus, setting priorities in concert with this focus, and enhancing the quality of priority programs and services. A willingness to actively eliminate or consolidate programs and services of lower quality or lower priority in relation to the institution's mission is essential to providing the resources for reinvestment in these priorities.

The Board of Higher Education hereby reaffirms its commitment to work with the Governor and the General Assembly to achieve additional support for higher education.

The Board of Higher Education hereby commends the actions taken by public universities, community colleges, and private colleges and universities to set priorities and make decisions to improve academic quality and enhance productivity during 1993-94 and requests that colleges and universities and their governing boards fully implement the quality and productivity improvements described in their 1994 reports and accelerate efforts to achieve results in areas not yet fully addressed.

The Illinois Board of Higher Education calls upon colleges and universities and their governing boards to continue to engage the campus community to achieve the objectives of the Priorities, Quality, and Productivity initiative by:

using focus statements and well-defined priorities statements to make decisions in planning, budget development, internal budget allocation, program review, and program development;

continuing to focus instructional priorities on improving the quality and productivity of academic programs offered both on and off campus;

utilizing benchmarks to focus efforts to achieve productivity improvements in administration and support services and in research and public service;

phasing out state support for intercollegiate athletics by the end of fiscal year 1996; and

reexamining priorities for off-campus programs, eliminating duplication among institutions, and working with other institutions and regional consortia to promote cooperative offerings and sharing of resources.

The Board of Higher Education calls upon colleges and universities and their governing boards to engage the campus community in focusing efforts to achieve higher quality and greater productivity in 1994-95 by:

examining the academic quality and productivity of the institution, including the quality of student learning, the scope of curriculum and course offerings, staffing and instructional patterns, faculty development, calendars and course schedules, academic support functions, the use of technology, and the efficacy of academic processes; and

completing plans for enhancing the quality of faculty work and contributions to sustaining and enhancing institutional quality and productivity.

The Board of Higher Education hereby requests that colleges and universities and their governing boards engage in and support the statewide studies of indicators to provide accountability for achievement of higher education's most important goals and objectives.

The Board of Higher Education hereby requests that governing boards of public universities and community colleges provide a separate report on August 15, 1995 that describes how P•Q•P has been integrated into their decision making processes of planning, priority setting, program review and approval, program elimination, internal resource allocation, and budget development. In addition, governing boards are asked to describe how the *Guidelines for Improving Productivity in Illinois Higher Education* have been applied in decision making processes and make suggestions for additions or changes to the guidelines.

The Board of Higher Education hereby requests that Illinois colleges and universities and governing boards provide a report on August 15, 1995 on the decisions made and results achieved during the 1994-95 Priorities, Quality, and Productivity initiative. Each college and university should show how the decisions made and results achieved in this initiative support campus and statewide priorities and strengthen the quality of programs and services.

REFERENCES

Board of Higher Education and Committee of the Whole Reports

- | | |
|----------------|---|
| August 1992 | <i>Guidelines for Improving Productivity in Illinois Higher Education</i> |
| October 1992 | <i>Staff Recommendations on Productivity Improvements at Public Universities</i> |
| November 1992 | <i>Priorities, Quality, and Productivity of Illinois Higher Education: Recap of 1991-92 and Plan for 1992-93</i> |
| March 1993 | <i>Off-Campus Coursework in Illinois Higher Education</i>
<i>Research and Public Service at Illinois Public Universities</i>
<i>State Support for Illinois Public Universities' Intercollegiate Athletics Programs</i>
<i>Recent Trends in Higher Education Expenditures</i> |
| May 1993 | <i>Statewide Higher Education Policies and Priorities for Illinois Private Colleges and Universities</i>
<i>Policy Issues in Education for the Health Professions</i> |
| July 1993 | <i>Status Report on the Priorities, Quality, and Productivity Initiative</i>
<i>An Analysis of Public University Administrative and Support Functions</i>
<i>Analysis of Academic Calendars of Illinois Colleges and Universities</i> |
| September 1993 | <i>Enhancing Quality and Productivity in Illinois Higher Education: Faculty Roles and Responsibilities</i>
<i>Status Report on the Productivity of State-Level Processes</i>
<i>Policy Recommendations for Health Professions Education</i> |
| November 1993 | <i>Priorities, Quality, and Productivity of Illinois Higher Education: Summary and Assessment for 1992-93 and Recommendations for 1993-94</i> |
| January 1994 | <i>Focus Statements for Illinois Public Universities</i> |
| March 1994 | <i>Status Report on the 1993-94 Priorities, Quality, and Productivity Initiative</i> |
| May 1994 | <i>Faculty Roles and Responsibilities--A Status Report</i> |
| July 1994 | <i>Higher Education Program Review: Statewide Analysis</i> |
| September 1994 | <i>Focus and Priority Statements of Illinois Public Universities</i> |
| October 1994 | <i>1993-94 Priorities, Quality, and Productivity Initiative Reports From Colleges and Universities</i>
<i>Report of the Committee to Study Affordability</i> |

APPENDIX A

**PROGRAM CHANGES AT PUBLIC UNIVERSITIES
1992-1994**

**PROGRAM CHANGES AT PUBLIC UNIVERSITIES
1992-1994**

Program eliminations include programs that have been terminated and programs in which enrollment has been suspended. Program and unit reductions and restructuring include elimination of concentrations or specializations; consolidation of two or more programs or units; and reduction of the scope of course offerings or activities.

Chicago State University

Programs and Units Eliminated

- B.S. in Diagnostic Medical Sonography
- B.S. in Dietetics
- B.S. in Radiation Therapy Technology

Programs and Units Reduced or Restructured

- B.A. in Geography
- B.A. in Art
- B.S.Ed. in Health, Safety, Physical Education, and Recreation
- Departments of English and Speech, and Modern Languages
- Departments of Geography and Economics
- Departments of Political Science and History
- Departments of Reading, Elementary and Early Childhood Education, Library Science, and Communications Media
- Colleges of Nursing and Allied Health

Eastern Illinois University

Programs Eliminated

- M.S.Ed. in Information Services and Technologies

Programs and Units Reduced or Restructured

- B.S. in Psychology
- B.A. in Art
- B.S. in Chemistry
- B.A. in German
- B.A. in French
- B.A. in Spanish
- M.S. in Botany
- M.S. in Zoology
- M.S. in Environmental Biology
- Information Services and Technology
- Teacher Certification Options in Botany & Zoology
- Colleges of Applied Sciences; Fine Arts; Health, Physical Education, and Recreation; Liberal Arts and Sciences; Business; and Education

Governors State University

Programs Eliminated

- B.A. in Office Administration
- B.A. in Public Administration
- B.A. in Speech-Communication Studies
- B.H.S. in Clinical Laboratory Sciences

Governors State University (continued)

M.A. in Sociology
B.A. in Music
M.A. in Music

Programs Reduced or Restructured

B.A. in Business and Technology
Bachelor of Health Administration
M.A. in Communication Studies
M.A. in Instructional & Training Technology
M.A. in Media Communications
M.S. in Analytical Chemistry
M.A. in Political Science
M.S. in Environmental Biology
Master of Health Administration

Northeastern Illinois University

Programs Eliminated

B.A. in Kaskaskia Program
B.A. in Leisure Studies
B.A. in Linguistics
B.A. in Social Science
M.A. in Instructional Media
M.S. in Physics

Programs Reduced or Restructured

M.A. in Geography and Environmental Studies
M.A. in Special Education
Teacher Certification Options

Western Illinois University

Programs and Units Eliminated

B.B. in Transportation and Physical Distribution
B.B. in Operations Management
B.A. in German
B.S.Ed. in Corrections Education
B.S.Ed. in Business Education
Public Policy Research Institute
Center for Business & Economic Research

Programs Reduced or Restructured

B.A. in Communications Arts & Sciences
B.S. in Mathematics
B.S. in Chemistry
B.A. in Sociology

Illinois State University

Programs and Units Eliminated

B.A. and B.S. in Dance

Illinois State University (continued)

M.A. and M.S. in Business Education
D.A. in Economics
D.A. in Mathematics
Ed.D. in Art

Programs and Units Reduced or Restructured
Cooperative M.S. in Agriculture
Teaching of Arabic & Chinese

Northern Illinois University

Programs Eliminated

B.S.Ed. in Technology
B.S. in Home Economics Education
M.A. in Foreign Language (German)
M.A. in Foreign Language (Russian)
M.A. in Journalism
M.A. in Library & Information Studies
M.Music in Music History and Literature
M.Music in Music Theory and Composition
M.S.Ed. in Business Education
M.S.Ed. in Outdoor Teacher Education
Ed.D. in Business Education
Ed.D. in Reading

Programs and Units Reduced or Restructured

B.S. in Technology
B.A. in Communication Studies
B.S. in Physics
M.S. in Economics
M.S.Ed. in Special Education
M.S.Ed. in Secondary Education
M.S.Ed. in Curriculum and Instruction
Minor in Music

Sangamon State University

Programs and Units Eliminated

B.A. in Labor Relations
M.A. in Health Services Administration
Center for Entrepreneurship and Economic Development

Programs and Units Reduced or Restructured

B.S. in Nursing
B.A. in Individual Option
M.S. in Mathematical Sciences
Master of Business Administration
M.A. in Legal Studies
M.A. in Gerontology
M.A. in Individual Option
Graduate Certificate in Public Management Practices

Southern Illinois University at Carbondale

Programs and Units Eliminated

A.A.S. in Law Enforcement
A.A.S. in Allied Health Career Specialties
A.A.S. in Nursing
A.A.S. in Computer Information Processing
A.A.S. in Avionics Technology
B.A. and B.S. in Special Major
B.S. in Consumer and Family Management
B.A. in Religious Studies
B.S. in Language Arts
M.S. in Agricultural Education and Mechanization
M.S. in Community Development
M.A. in Rehabilitation
M.S. in Statistics
C.A.S. in Curriculum & Instruction
C.A.S. in Educational Psychology
Ph.D. in Education (Higher Education)
Ph.D. in Education (Physical Education)
Ph.D. in Molecular Science
Ph.D. in Communications Disorders and Sciences
College of Engineering Applied Research Center
Renewal Institution for Practicing Educators
Technology Commercialization Center

Programs and Units Reduced or Restructured

A.A.S. in Respiratory Therapy Technology
B.S. in Classics
B.S. in Administration of Justice
B.S. in Vocational Education Studies
B.S. in Engineering Technology
B.S. Physics
B.S. in Computer Science
B.S. in Elementary Education
B.S. in Geography
M.S. in Statistics
M.S. in Plant Biology
M.A. in Zoology
M.S. in Plant and Soil Science
M.S.Ed. in Educational Administration
M.S.Ed. in Higher Education
M.S.Ed. in Recreation
M.S. in Agricultural Education/Mechanization
M.S. in Curriculum and Instruction
M.A. in Foreign Languages
M.A. in Anthropology
M.S. in Education
M.A. in Applied Linguistics
M.S. in Health Education
M.S.Ed. in Physical Education
Recreation Minor
Illinois Reference & Research Center

Southern Illinois University at Carbondale (continued)

Office of Regional Research and Services
College of Technical Careers
Departments of Community Development and Geography
Departments of Educational Psychology and Special Education
Departments of Health Education and Recreation
Departments of Agricultural Education and Mechanics and Plant and Soil Science
Colleges of Liberal Arts, Education, and Communications and Fine Arts

Southern Illinois University at Edwardsville

Programs and Units Eliminated

Certificate in Prosthodontics
Certificate in Periodontics
Certificate in Pedodontics
Junior College Teaching Specialty in M.A. English
B.S. in Physical Science Education
B.S. in Recreation
B.S. in Earth Science
M.A. in Philosophy
M.A. and M.S. in Political Science
M.S. in Management Information Systems
M.S. in Policy Analysis
Ed.D. in Instructional Process
Center for Economic Education
East St. Louis Center Branch Library
Teacher's Center
Broadcast Services
Papers on Language and Literature

Programs and Units Reduced or Restructured

B.S. in General Science and Mathematics
B.A. and B.S. in Theater
B.A. and B.S. in Music
B.S. in Business Administration
M.A. Fine Arts
M.A. English
School of Dental Medicine
Departments of Industrial and Mechanical Engineering
Center for Advanced Manufacturing & Production
Center for Management Studies
University Museum
Regional Research & Development Services
Humanities Journals
Schools of Science, Social Studies, Fine Arts and Communications, and Humanities

University of Illinois at Chicago

Programs and Units Eliminated

B.A. in Judaic Studies
B.A. in the Teaching of Italian

University of Illinois at Chicago (continued)

B.A. in the Teaching of Polish
B.S. in the Teaching of Earth Sciences
B.S. in Engineering Mechanics
B.S. in Criminalistics
B.S. in Business Administration
B.S. in Metallurgical Engineering
B.S. in Materials Science and Engineering
M.S. in Medical Psychology
M.S. in Orthopedic Surgery
M.S. in Radiology
D.A. in Chemistry
Ph.D. in Business (Accounting)
Ph.D. in Business (Operations Management)

Programs and Units Reduced or Restructured

M.S. in Engineering Mechanics
M.S. in Metallurgy
M.S. in Oral & Maxillofacial Surgery
M.S. in Oral Pathology
M.S. in Orthodontics
M.S. in Pediatric Dentistry
M.S. in Histology-Dental
Ph.D. in Engineering Mechanics
Ph.D. in Metallurgy
Departments of English and Linguistics
Departments of French and Spanish, Italian, and Portuguese
Departments of Pharmaceutics and Pharmacodynamics
Faculties of Music, Theatre, and Dance
Departments of Biomedical Visualization, Health Information Management, and Medical Laboratory Sciences
Voorhees Center for Neighborhood Development
College of Kinesiology
Department of Health Social Work

University of Illinois at Urbana-Champaign

Programs and Units Eliminated

Aviation Electronics Certificate
B.S. in Radio/Television
Bachelor of Social Work
B.S.Ag. in General Agriculture
B.S. in Soil Science
B.S. in Home Economics Education
B.S. in HRFS (General Home Economics)
M.S. in Physical Science
M.S. in Radio/Television
M.S. in Mining Engineering
C.A.S. in Mathematics
Ph.D. in Mining Engineering
Doctor of Psychology

University of Illinois at Urbana-Champaign (continued)

Department of Radio & Television
Advanced Construction Technology Center
National Center for Composite Materials Research
Center for Cement Composite Materials Research
Advanced Environmental Control Technology Center
Research Services Office
Computer-Based Education Research Lab

Programs and Units Reduced or Restructured

B.S. in Aeronautical & Astronautical Engineering
B.S. in Ceramic Engineering
B.S. in Metallurgical Engineering
M.S. in Aeronautical & Astronautical Engineering
M.S. in Metallurgical Engineering
M.A., M.S. and M.Ed. in Administration, Higher & Continuing Education
C.A.S. in Administration Higher & Continuing Education
Ph.D. in Aeronautical & Astronautical Engineering
Ph.D. in Metallurgical Engineering
Ph.D. in Ceramic Engineering
Ph.D. and Ed.D. in Administration, Higher & Continuing Education
College of Agriculture
College of Liberal Arts and Sciences
Small Homes Council
Housing Research and Development
Institute for Aviation
Cooperative Extension Service

APPENDIX B

**GUIDELINES FOR IMPROVING PRODUCTIVITY
IN ILLINOIS HIGHER EDUCATION**

August, 1992

STATE OF ILLINOIS
BOARD OF HIGHER EDUCATION

GUIDELINES FOR PRODUCTIVITY IMPROVEMENTS
IN ILLINOIS HIGHER EDUCATION

In November 1991, the Board of Higher Education resolved to meet as a committee of the whole to examine the "priorities, quality, and productivity of Illinois higher education" in order to address productivity improvement issues. The Board also called upon the various governing and coordinating boards, commissions and agencies, and colleges and universities to establish parallel processes and to work with the Board of Higher Education on this most important matter. The purpose of this report is to propose guidelines for making productivity improvements in Illinois higher education.

Productivity improvements at all levels in Illinois higher education are achieved by eliminating low quality and low priority programs and activities in order to redirect resources to higher priorities. High priorities for Illinois higher education include: restoring the competitiveness of faculty and staff salaries; off-setting reductions in financial aid and addressing tuition increases for financially needy students; addressing deficiencies in funding for library materials, instructional support, and repair and renovation projects; and sustaining important programmatic initiatives such as improvements in undergraduate education, workforce preparation, and minority student achievement.

This report proposes twenty-five guidelines that should be considered in making productivity improvements in five key areas: instruction, research and public service, overall academic functions, administrative functions, and state policies affecting higher education. While the guidelines are presented in a statewide context, systems and campuses will ultimately be responsible for making specific productivity improvement decisions. Although opportunities to achieve productivity improvements are numerous, not all institutions will pursue the same opportunities in the same way or over the same time period. Nor should productivity improvement decisions be made on the basis of a single guideline but, rather, on the collective findings among all guidelines combined with the judgment of faculty members, administrators, and board members. Campuses must have the flexibility to achieve productivity improvements in a manner that is consistent with their mission and sense of priorities.

Productivity improvements must also be achieved at the state level. The Board of Higher Education needs to examine its processes and reporting requirements to determine how productivity can be improved by modifying or eliminating certain activities. The Board also needs to provide leadership in attempting to modify policies and procedures in other areas of state government that adversely affect productivity in higher education.

Some productivity improvements can be made immediately, while others can only be made over longer time frames. Over the next few months, efforts must be made to implement short-term productivity improvements to free-up resources to address priorities in fiscal year 1993. At the same time, these efforts should set the stage for longer-term productivity improvements and should be reflected in budget development for fiscal year 1994 and beyond.

The following sections provide guidelines for making productivity improvements in instruction, research and public service, overall academic functions, administrative functions, and state policies

affecting higher education. In some cases, data are presented that illustrate the kinds of analyses that the Board of Higher Education, the Illinois Community College Board, governing boards, and campuses will have to complete in order to make decisions addressing these issues. The Board of Higher Education staff will work closely with the staffs of the Illinois Community College Board, the governing boards, and individual institutions to identify further analytical work that needs to be completed at each level.

Productivity of Instructional Units

The productivity of individual instructional units should be evaluated on the basis of multiple criteria that focus on the general topics of capacity, quality, and cost. Productivity improvement decisions should be based on the collective findings on all criteria. The following guidelines and tables are illustrative of those that institutions should consider, but the list is not exhaustive. In the course of the Committee of the Whole's discussions with the Illinois Community College Board, governing boards, and institutions, some guidelines may be modified and others added.

Capacity in relation to student demand. Excessively high or low enrollments and number of degrees granted per program are indicators of potential productivity problems. Excessively high enrollments compared to resources may cause large class sizes, closed course sections, and high student-faculty ratios, jeopardizing quality. In contrast, low enrollments may drive up costs and lead to an inability to offer courses on a timely basis for students to graduate. Institutions should evaluate the capacity of each degree program in relation to student demand and to the number of similar programs offered at other institutions.

Table 1 displays the average annual undergraduate full-time-equivalent (FTE) program-major enrollments and degrees granted for the period fiscal year 1988 through fiscal year 1990 for public universities. The number of programs in each discipline, the number of campuses offering programs, and the number of majors and degrees granted per program are presented. On average, public universities enroll 194 student-majors and graduate 41 students per undergraduate program per year. The various disciplines, however, exhibit considerable variation. The ten Accounting programs, for example, enroll 431 student-majors per program on average and graduate 130 students per year. The ten Area and Ethnic Studies programs, by contrast, enroll an average of eight majors per program and graduate three students per year. Table 1 illustrates the kind of analysis that each public university and community college should conduct for all levels of instruction (i.e., certificate, associate, baccalaureate, master's, first professional, and doctoral).

Institutions should consider eliminating programs whose credit hours, enrollments, and degree production significantly deviate from the statewide or institutional average credit hours, enrollments, and degrees produced per program, particularly if other factors exist such as high program costs or low occupational demand.

Capacity in relation to occupational demand. Colleges and universities provide instruction, in part, to meet changing workforce demands in order to maintain and expand the state's economy. National and state reports in the last decade have underscored the importance of education to future economic development and have reported increasing demand for occupations requiring some higher education. Imbalances between occupational demand and the number of students enrolled and degrees granted in associated academic programs may contribute to low productivity.

Tables 2 and 3 present the most recent Illinois projections of demand for occupations related to higher education programs. Table 2 lists higher education-related occupations projected to require large numbers of employees to fill new and existing jobs between 1988 and the year 2000. Table 3 presents higher education-related occupations from two employment demand perspectives. Presented first are those occupations projected to grow at least twice as fast as the state average of 12.7 percent by the year 2000 and with employment needs of less than 500 per year, followed by those higher

Table 1

UNDERGRADUATE PROGRAM-MAJOR ENROLLMENTS AND DEGREES AWARDED
AT ILLINOIS PUBLIC UNIVERSITIES: FISCAL YEARS 1988, 1989, AND 1990

Field	Number of Campuses Offering Programs	Number of Programs	Average Annual			
			FTE Majors	Degrees Awarded	Majors Per Program	Degrees Per Program
<u>All Disciplines</u>	<u>12</u>	<u>696</u>	<u>133,432</u>	<u>28,449</u>	<u>192</u>	<u>41</u>
Accounting	10	10	4,311	1,302	431	130
Agriculture and Environmental Science	5	23	2,093	537	91	23
Architecture and Urban Planning	2	4	1,242	232	311	58
Area and Ethnic Studies	5	10	80	31	8	3
Business	12	51	19,551	4,407	383	86
Communications	10	18	4,944	960	275	53
Computer Science	10	10	3,813	595	381	60
Criminal Justice and Fire Science	8	9	2,866	729	318	81
Education	9	12	2,605	422	217	35
Teacher Education (by level)	11	22	6,792	1,726	309	78
Teacher Education (by subject)	10	67	4,341	1,404	65	21
Engineering Technology	7	11	2,262	1,065	206	97
Engineering	5	40	9,222	1,886	231	47
English, Literature, and Speech	12	23	5,424	1,572	236	68
Foreign Languages and Literature	10	42	1,005	270	24	6
Health Professions and Services	11	35	2,386	941	68	27
Home Economics	7	17	2,767	677	163	40
Individualized Study	12	19	1,769	965	93	51
Legal Studies	2	2	186	53	93	27
Life Sciences	12	28	4,938	1,056	176	38
Mathematics	11	16	2,020	391	126	24
Multi/Interdisciplinary Studies	4	4	1,265	299	316	75
Nursing	6	6	1,382	583	230	97
Philosophy and Religion	9	11	240	59	22	5
Physical Sciences	12	34	2,016	366	59	11
Psychology	12	12	4,863	1,191	405	99
Public Affairs and Social Work	9	10	871	262	87	26
Recreation and Fitness Studies	8	9	810	318	90	35
Social Sciences	12	65	9,416	2,786	145	43
Visual and Performing Arts	12	60	5,788	1,067	96	18
Other	3	4	1,540	297	385	74
Undecided/Undeclared	12	12	20,624	NA	1,719	NA

Source: IBHE Degrees Conferred Survey and Program-Major Cost Study

Table 2

PROJECTED HIGH EMPLOYMENT OCCUPATIONS¹ IN ILLINOIS: 1988 TO 2000

Occupational Title	Average Annual Job Openings	Percent Growth
Top Managers and Executives	8,034	13.6 %
Registered Nurses	4,155	27.4
Managers and Administrators	4,120	14.2
Accountants and Auditors	2,942	19.9
Lawyers	2,928	36.4
Food Service and Lodging Managers	1,764	30.4
Secondary School Teachers	1,739	13.4
Licensed Practical Nurses	1,683	29.8
Financial Managers	1,501	15.5
Marketing, Advertising, Public Relations Managers	1,308	21.6
Electricians	1,223	15.4
Computer Systems Analysts, EDP	1,041	44.7
Computer Programmers	892	40.8
Engineering, Math, Natural Science Managers	888	25.0
Artists and Commercial Artists	825	13.0
Electrical and Electronic Engineers	775	32.4
Legal Secretaries	736	19.6
Education Administrators	729	13.3
Administrative Services Managers	726	26.9
Mechanical Engineers	694	15.2
Physicians and Surgeons	677	13.3
Sports Instructors and Coaches	675	19.8
Computer Operators	672	33.8
Electrical and Electronic Technicians	656	34.4
Management Analysts	630	58.0
Corrections Officers	582	34.2
Medical Secretaries	526	37.9
Graphic Designers	516	18.6
Pharmacists	503	23.4

¹Occupations related to higher education projected to grow at or above the state average of 12.7 percent by the year 2000 and to average more than 500 job openings per year.

Source: Illinois Department of Employment Security

Table 3

PROJECTED FAST AND SLOW/NO GROWTH OCCUPATIONS IN ILLINOIS: 1988 TO 2000

Fast Growing Occupations ¹			Slow Growing and Declining Occupations ²		
Occupational Title	Average Annual Job Openings	Percent Growth	Occupational Title	Average Annual Job Openings	Percent Growth
Paralegal Personnel	228	64.5 %	Agriculture and Food Scientists	20	6.1 %
Actuaries	56	54.3	Podiatrists	117	6.1
Operations and Systems Researchers	192	53.5	Power Reactor Operators	5	5.7
Chiropractors	34	53.3	Reporters and Correspondents	172	5.0
Physical Therapists	219	49.0	Dental Laboratory Technicians	91	5.0
Medical Records Technicians/Technologists	171	48.3	Librarians	434	4.8
Occupational Therapists	87	47.8	Library Assistants	190	3.8
Data Processing Equipment Repairers	261	45.4	Agricultural Engineers	8	2.4
Medical Assistants	284	39.3	Chemical Technicians and Technologists	88	1.8
Surgical Technicians	90	39.2	Aircraft Engine Specialists	4	1.1
Interior Designers	106	38.2	Medical and Clinical Laboratory Technicians	81	1.0
Landscape Architects	58	36.7	Mining Engineers	3	0.7
Radiologic Technicians	129	36.7	Aeronautical and Astronomical Engineers	4	0.0
Occupational Therapy Assistants	47	36.0	Public Administrators	164	-0.2
Opticians	337	35.9	Mining and Related Managers	13	-1.6
Physical and Corrective Therapy Assistants	179	35.4	Industrial Engineering Technicians	20	-3.0
Optometrists	110	34.2	Statistical Clerks	175	-3.6
Aircraft Pilots and Flight Engineers	225	33.3	Foresters and Conservation Scientists	11	-4.2
Recreational Therapists	63	32.4	Business Data Entry Keyers	286	-5.9
Architects	323	31.9	Communication Equipment Mechanics, Installers, and Repairers	88	-18.9
Dentists	427	31.3	Broadcast Technicians	-1	-27.7
Medical and Psychiatric Social Workers	358	30.4			
Surveying and Mapping Technicians	63	29.4			
Dietetic Technicians	108	28.3			
Economists	123	28.2			
Dental Assistants	283	27.8			
Physicists and Astronomers	54	26.9			
Mathematicians	34	26.7			
Medicine and Health Service Managers	330	26.6			
Law Clerks	157	26.4			
Electromedical and Biomedical Equipment Repairers	21	26.3			
Dental Hygienists	115	26.2			
Geologists, Geographers, and Oceanographers	52	26.1			
Respiratory Therapists	75	25.5			

¹ Occupations related to higher education projected to grow at least twice as fast as the state average of 12.7 percent by the year 2000 but to average fewer than 500 job openings per year.

² Occupations related to higher education projected to grow at less than half the state average of 12.7 percent by the year 2000 and to average fewer than 500 job openings per year.

Source: Illinois Department of Employment Security

education-related occupations that are expected to grow more slowly than the statewide average or actually decline.

Institutions should examine trends in enrollment and degree production in programs related to occupations in the above size and growth categories to determine if capacity should be adjusted to achieve balance between the supply of graduates and employment demand. Institutions should enhance efforts to conduct follow-up studies of alumni to determine the actual occupations of graduates, especially those who graduate from programs not related to specific occupations, such as the traditional liberal arts and sciences.

Institutions should consider eliminating or reducing programs in fields of study in which projected statewide job openings are low or are projected to slow or decline, particularly if other factors exist such as high program costs, low program quality, or low occupational placement.

Centrality in relation to instructional mission. Colleges and universities offer instruction in many fields. Fields that have few majors and that do not provide support to other, high priority programs may not be central to the instructional mission of the institution. Enrollments by majors and non-majors and the number of majors from different programs taking coursework in a field are indicators of the centrality of a program to the institution's instructional mission.

Table 4 presents the FTE enrollment of undergraduate students in all the instructional fields offered by public universities in fiscal year 1990. In addition, the proportion of enrollments generated by majors and non-majors is presented. Table 4 documents the wide disparity in student demand and support to other programs among instructional fields. For example, the business fields have high student demand both among majors and non-majors. By contrast, nursing and architecture provide instruction to few other majors, while most of the enrollment in English and in foreign languages is by non-majors, indicating their central role in general education. Again, Table 4 illustrates the kinds of analysis individual institutions should conduct for each level of instruction offered. Similar analyses should be conducted by community colleges using program and course enrollment information.

Institutions should consider eliminating fields that enroll a relatively small proportion of institutional and statewide enrollments and that enroll a small proportion of non-majors, particularly if there is also low occupational demand, low program quality, or high program costs.

Breadth of the instructional unit. The number of courses developed and the number of specializations offered within a program-major are measures of the breadth of an instructional unit. The number of courses and specializations should be supported by adequate student demand, adequate numbers and expertise of faculty members, and adequate academic support resources. Campus catalogs provide lists of courses and specializations that can give some indication of the breadth of offerings in each program or department. For example, in an analysis of one institution's catalog, the graduate programs in one department, which enrolled fewer than 30 students, offered instruction in 15 subfields with over 70 courses. Institutions should consider whether the number of specializations and the courses listed in the catalog have been offered in the past five years and whether the number and qualifications of faculty members needed to support the program and number of specializations published in the catalog are adequate. **Institutions should reduce the number of courses and specializations offered when necessary to achieve a cost-effective level of enrollment per course.**

Quality of the instructional unit. Public universities and community colleges should assure the high quality of each academic program. The program review process provides a broad examination of the factors that contribute to the quality of a program, including program objectives, faculty qualifications and productivity, curriculum, academic support resources, and student achievement and success. During the last five years, public universities reviewed about 1,000 individual programs. As a result of program review during this period, over 50 programs were eliminated, and over 30 were

Table 4

**FULL-TIME-EQUIVALENT UNDERGRADUATE ENROLLMENT AND SERVICE
LOADS OF ILLINOIS PUBLIC UNIVERSITIES IN FISCAL YEAR 1990
BY INSTRUCTIONAL AREA**

Instructional Areas	FY1990 FTE Enrollment	Percent of FTE Students	
		Majoring In This Area	Majoring In Another Area
Accounting	3,482	40.8 %	59.2 %
Agriculture and Environmental Science	1,284	38.2	61.8
Architecture and Urban Planning	770	91.8	8.2
Area and Ethnic Studies	533	2.6	97.4
Business	11,136	31.2	68.8
Communications	3,814	31.3	68.7
Computer Science	2,889	28.2	71.8
Criminal Justice	1,806	65.7	34.3
Education	4,305	16.9	83.1
Teacher Education (by level)	2,309	67.5	32.5
Teacher Education (by subject)	6,038	25.4	74.6
Engineering	4,599	56.4	43.6
Engineering Technology	1,459	67.8	32.2
English, Literature, and Speech	13,521	13.8	86.2
Foreign Languages and Literature	4,514	7.8	92.2
Health Professions and Services	1,856	58.8	41.2
Home Economics	2,073	45.7	54.3
Legal Studies	284	25.4	74.6
Life Sciences	5,378	18.1	81.9
Mathematics	9,989	5.5	94.5
Multi/Interdisciplinary Studies	1,323	17.4	82.6
Nursing	865	95.7	4.3
Philosophy and Religion	2,863	3.1	96.9
Physical Sciences	7,983	7.8	92.2
Psychology	6,534	26.8	73.2
Public Affairs and Social Work	699	64.0	36.0
Recreation and Fitness Studies	688	46.6	53.4
Social Sciences	20,077	18.0	82.0
Visual and Performing Arts	9,026	30.2	69.8
Other	1,187	59.9	40.1

Source: Public Universities' Induced Load Matrices

restructured. Also during this period, the Board staff identified concerns related to approximately 70 programs. The most commonly identified concerns related to the clarity of programmatic objectives and the breadth of the curricular offerings. Low or declining enrollment, low completion rates, and high costs were also frequently cited concerns. In most cases, the staff requested that the institution develop a plan to strengthen the program and provide a progress report on these efforts.

During the same period, approximately 7,000 community college programs were reviewed, and over 250 programs were discontinued as a result of these reviews. The Board staff identified concerns related to approximately 100 of the programs reviewed. Common areas of concern included occupational demand for program graduates, enrollment levels, completion rates, and unit costs.

The primary focus of the review process at both the institutional and state levels has been the improvement of individual academic programs and units of research and public service. As colleges and universities refine programmatic priorities and make productivity improvements, programs of highest quality should be maintained and possibly expanded. Productivity improvements will, however, require reduction or elimination of units of lesser quality. **Institutions should consider elimination of instructional units that have been found to have quality deficiencies based upon their most recent program reviews.**

Success of graduates. Trends in the employment, further education, and satisfaction of graduates are important measures of the effectiveness of the education provided by a college or university. During the past year, the Board of Higher Education staff worked with representatives from the public universities to develop a Baccalaureate Graduates' Follow-Up System. Beginning in spring 1992, the public universities will incorporate a series of common questions on employment, further education, and satisfaction into their existing surveys of baccalaureate graduates and will report the responses to these common questions to the Board of Higher Education as part of their undergraduate education and degree program reviews, beginning with the Resource Allocation and Management Program (RAMP) submitted in July 1993. Surveys will be conducted on a three-year cycle. In the first year, graduates from the previous year will be surveyed. Then, five-year-out graduates will be surveyed in the second year, and ten-year-out graduates will be surveyed in the third year in order to determine the longer term impact of the undergraduate experience on employment, further education, and satisfaction.

The community colleges routinely conduct follow-up surveys of occupational program completers. Table 5 provides a summary of fiscal year 1990 survey responses to questions about the occupational status of completers from selected occupational programs. On average, about 54 percent of those responding to the survey indicated that they were employed in a field related to their program. Another 30 percent indicated that they were employed but in a field not related to their program. Less than one percent were in military service, and about 16 percent indicated that they were unemployed at the time of the survey. Some of those indicating that they were unemployed were enrolled in further education.

Institutions should consider eliminating programs that exhibit low job placement rates, lack of student and alumni satisfaction and support, and low graduate admissions or pass rates on licensure exams.

Program costs. Excessively high or low costs associated with a degree program are another indicator of productivity problems. Institutions should evaluate all degree programs to identify programs with very low or very high costs and to identify the factors determining cost levels (e.g., very low student demand, very low student-faculty ratios, or too few full-time senior faculty members teaching in the program). One standard for comparison is the statewide average program cost.

Table 5
OCCUPATIONAL STATUS OF COMMUNITY COLLEGE COMPLETERS FROM SELECTED
OCCUPATIONAL PROGRAMS: FISCAL YEAR 1990

Program	Respondents	Percent Who Were			
		Employed In Related Field	Employed In Unrelated Field	In The Military	Unemployed
<u>Total</u>	<u>1,390</u>	<u>53.5 %</u>	<u>30.4 %</u>	<u>0.6 %</u>	<u>15.5 %</u>
Business Computer/Console Operation	48	54.2	27.1	4.2	14.6
Business Data Entry Equipment Operation	15	53.3	20.0	0.0	26.7
Business Data Programming	348	47.7	29.0	0.6	22.7
Microcomputer Applications	26	57.7	15.4	0.0	26.9
Radio/Television (Broadcasting)	13	46.2	15.4	0.0	38.5
Educational Media Technology	5	60.0	40.0	0.0	0.0
Radio/Television Production	5	100.0	0.0	0.0	0.0
Computer Technology	7	42.9	28.6	0.0	28.6
Electronic Technology	178	56.2	21.3	0.6	21.9
Laser Electro-Optic Technology	5	40.0	60.0	0.0	0.0
Telecommunication Electronics Technology	5	60.0	20.0	0.0	20.0
Computer Servicing Technology	12	83.3	8.3	0.0	8.3
Electromechanical Technology	4	100.0	0.0	0.0	0.0
Instrumentation Technology	12	75.0	16.7	0.0	8.3
Robotics	10	50.0	20.0	10.0	20.0
Automated Manufacturing Technology	14	85.7	14.3	0.0	0.0
Medical Assisting	13	92.3	0.0	0.0	7.7
Medical Records Technology	43	86.0	9.3	2.3	2.3
Pharmacy Assisting	12	91.7	0.0	0.0	8.3
Physician Assisting	2	0.0	100.0	0.0	0.0
Veterinarian Assisting	22	90.9	4.5	0.0	4.5
Nursing Home/Convalescent Care	5	60.0	40.0	0.0	0.0
Fashion Design	16	43.8	18.8	0.0	37.5
Legal Assisting	39	74.4	15.4	0.0	10.3
Criminal Justice	195	49.2	50.8	0.0	0.0
Corrections	2	0.0	50.0	0.0	50.0
Criminal Justice Technology	233	39.5	41.2	0.4	18.9
Private Security Services	7	57.1	28.6	0.0	14.3
Electrician	4	75.0	25.0	0.0	0.0
Electrical Apprentice	5	80.0	20.0	0.0	0.0
Communications Electronics	14	50.0	42.9	0.0	7.1
Computer Electronics Maintenance and Repair	31	54.8	35.5	0.0	9.7
Industrial Electronics	40	62.5	30.0	0.0	7.5

Source: ICCB Occupational Follow-Up Study: Fiscal Year 1990

Table 6
UNDERGRADUATE PROGRAM-MAJOR ENROLLMENTS AND COSTS¹ AT
ILLINOIS PUBLIC UNIVERSITIES BY FIELD
FISCAL YEARS 1988, 1989, AND 1990

Program Areas	Number of Campuses Offering Programs	Number of Programs	Average Annual		
			FTE Majors	Department and College Expenditures	Expenditures Per FTE Major
<u>All Programs</u>	<u>12</u>	<u>696</u>	<u>133,432</u>	<u>\$281,475,694</u>	<u>\$2,110</u>
Accounting	10	10	4,311	9,858,953	2,287
Agriculture/Environmental Science	5	23	2,093	6,955,234	3,324
Architecture and Urban Planning	2	4	1,242	4,097,136	3,298
Area Studies	5	10	80	215,674	2,682
Business	12	51	19,551	38,106,563	1,949
Communications	10	18	4,944	11,107,778	2,247
Computer Science	10	10	3,813	8,064,623	2,115
Criminal Justice and Fire Science	8	9	2,866	5,791,194	2,020
Education	9	12	2,605	6,228,169	2,391
Teacher Preparation (by level)	11	22	6,792	17,002,337	2,503
Teacher Preparation (by subject)	10	67	4,341	11,957,190	2,755
Engineering	5	40	9,222	34,647,088	3,757
Engineering Technologies	7	11	2,262	6,397,246	2,829
English, Literature, and Speech	12	23	5,424	11,975,654	2,208
Foreign Languages	10	42	1,005	2,338,729	2,327
Health Professions and Services	11	35	2,386	7,389,310	3,097
Home Economics	7	17	2,767	6,349,919	2,295
Individualized Study	12	19	1,769	4,564,984	2,580
Legal Studies	2	2	186	429,165	2,310
Life Sciences	12	28	4,938	14,559,568	2,949
Mathematics	11	16	2,020	4,959,118	2,455
Multi/Interdisciplinary Studies	4	4	1,265	2,161,595	1,709
Nursing	6	6	1,382	7,589,500	5,490
Philosophy and Religion	9	11	240	561,703	2,341
Physical Sciences	12	34	2,016	6,107,670	3,029
Psychology	12	12	4,863	10,414,049	2,142
Public Affairs and Social Work	9	10	871	2,294,097	2,633
Recreation and Fitness Studies	8	9	810	2,082,503	2,572
Social Sciences	12	65	9,416	20,702,538	2,199
Visual and Performing Arts	12	60	5,788	16,566,407	2,862
Undecided/Undeclared	12	12	20,624	41,111,755	1,993
Other	3	4	1,540	4,546,636	2,952

¹ College and Department Expenditures from the Public Universities Discipline Cost Study adjusted to FY1990 dollars using the Higher Education Price Index.

Source: FY1990 Program-Major Cost Study

Table 6 presents the average annual FTE student-majors enrolled at public universities during fiscal years 1988, 1989, and 1990 and the departmental and college expenditures associated with that enrollment. Departmental and college expenditures for fiscal year 1988 and 1989 are adjusted to fiscal year 1990 dollars using the Higher Education Price Index. On average, public universities annually expended \$2,463 per FTE program-major during this period. Nursing had the highest costs at \$5,490 per FTE major, while Multi/Interdisciplinary Studies had the lowest at \$1,709. In general, occupationally related programs tend to have higher unit costs than do traditional liberal arts and sciences programs.

Institutions should consider eliminating programs whose costs significantly deviate from the statewide average expenditures per FTE in the discipline, particularly if other conditions such as low student or occupational demand or low program quality exist.

Productivity of Public Service and Research Units

As with instructional units, productivity improvement decisions about public service and research units should be based on findings from multiple indicators that focus on the general subjects of capacity, quality, and cost. The following guidelines should be considered by institutions in making productivity improvements in research and public service units.

External support. Some research and public service functions performed by colleges and universities are closely linked to external interests either of federal, state, or local units of government or of business. One measure of the value of these functions is the extent to which state appropriated funds are matched by external funds. Table 7 displays the fiscal year 1990 expenditures by public universities for research and public service functions from both state appropriated and non-appropriated sources. On average, for each dollar in state support, public universities received \$1.98 in external support for these activities in fiscal year 1990.

Table 7

RELATIONSHIP BETWEEN STATE AND EXTERNAL SUPPORT FOR RESEARCH AND PUBLIC SERVICE AT ILLINOIS PUBLIC UNIVERSITIES: FISCAL YEAR 1990

	Non-appropriated Expenditures (\$000)	Appropriated Expenditures (\$000)	Non-appropriated Dollar Per Appropriated Dollar
Total	<u>\$380,719.1</u>	<u>\$192,580.9</u>	<u>\$1.98</u>
Departmental Research	300.1	67,114.6	0.00
Institutes and Centers	103,292.4	29,489.8	3.50
Individual or Project Research	121,550.5	22,727.9	5.35
Laboratory Schools	3,662.9	0.0	0.00
Support for Organized Research	10,137.8	8,881.9	1.14
Direct Patient Care	24,387.0	13,122.1	1.86
Community Education	19,845.2	6,737.1	2.95
Community Services	55,102.9	16,978.5	3.25
Public Broadcasting Services	6,614.8	3,526.9	1.88
Cooperative Extension Services	22,586.8	18,672.7	1.21
Support for Public Service	13,238.9	5,329.4	2.48

Source: Public University RAMP

Institutions should examine their research and public service institutes, centers, and functions and consider eliminating those that attract little support, particularly when other factors such as the quality of research and service provided and centrality to the institution's mission suggest low productivity.

Capacity in relation to need/demand. Institutions should also evaluate the capacity of individual units to carry out research and public service (i.e., the availability of necessary faculty expertise, equipment, and facilities) in relation to the demand for the findings, products, and services of research and public service centers and institutes. In addition to analyzing the ratio of external support to internal support, institutions should examine trends in expenditures and the results of the most recent program reviews. Institutions should consider eliminating centers and institutes or consolidating activities when there is an imbalance in their capacities to carry out research and public service in relation to demand.

Quality of research and service. There are currently 127 formally organized research and public service units at public universities. Public service units include, for example, radio and television stations, centers for economic development, and institutes providing services to teachers and schools. Units have also been established to support basic and applied research in medical sciences, technology, and social issues. All colleges and universities should assure the quality of the services and research efforts of these units. The program review process includes research and public service centers and institutes and provides a broad examination of the several factors that contribute to the quality of these units, including their objectives, faculty qualifications, and support resources. During the last five years, public universities reviewed about 50 individual research and public service units. As a result of program review during this period, ten units were eliminated. Also during this period, the Board staff identified concerns related to several of these units. The most common concerns related to the focus of the unit's activities, the extent to which defined objectives were being achieved, and redundancy of activities across units.

As with instructional units, the primary focus of the review process at both the institutional and statewide levels has been the improvement of units of research and public service. As colleges and universities refine priorities and make productivity improvements, reduction, consolidation, or elimination of units of lesser quality will be necessary. Institutions should eliminate low quality research and public service units based upon the most recent program reviews, including an assessment of faculty and staff contributions to the development and application of knowledge and delivery of services.

Centrality in relation to instructional mission. Institutions should evaluate the importance of each research or public service center or institute in contributing to the instructional mission of the institution. Based on the findings of most recent program reviews, institutions should consider eliminating research and public service units that are peripheral to the institution's mission and whose contributions to instruction and service to students do not serve institutional, regional, or statewide priorities.

Academic Productivity of the Institution

It is not enough to look only at the productivity of individual instruction, research, and public service units. To improve productivity, institutions should also examine these functions from a campus-wide perspective, concentrating on overall institutional priorities. The following guidelines view academic productivity from this institution-wide perspective. Institution-wide productivity should be evaluated on multiple criteria, and productivity improvement decisions should be based on these findings.

Scope of offerings. Institutions should examine the overall breadth of instructional offerings among fields and by level in relation to institutional size, mission, and available resources. Table 8 displays the matrix of undergraduate fields of study along two dimensions: the demand for programs by students seeking to major in the field and the centrality of the field to other instructional areas. The relative amount of coursework taken by students who are majoring in other disciplines is a measure of the centrality of a field of study. This table illustrates the importance of certain fields, such as the physical sciences and visual and performing arts, to the general education curriculum and the curricula of other programs, although each has relatively few majors per program.

Table 8 also illustrates the types of questions that should be examined by campuses in considering the scope of programmatic offerings. Programs with low or moderate demand and low or moderate centrality should be examined with consideration to institutional mission, program costs, existence of related programs, and occupational trends. Statewide averages and the number of similar programs offered by other institutions are guidelines that may be used. Institutions should consider focusing the scope of their offerings to achieve appropriate student-faculty ratios, program-major cost levels, and enrollment and degree production levels across fields of study and by levels of instruction.

Table 8 also illustrates issues to be considered at the state level in reviewing the overall distribution of programs among institutions. Consideration should be given to reducing the number of low demand programs when offered by many institutions, particularly if these programs do not provide support to other fields of study or if these programs show above average costs. Continuation of some programs may be justified on the basis of student access, geographic distribution of programs, or anticipated changes in occupational demand.

Staffing Patterns. Institutions should monitor the distribution and assignment of their faculty and staff. Table 9 shows proportions of public university and community faculty and staff across a number of dimensions: staff classifications, full-time versus part-time assignments, proportion of faculty that are tenured and non-tenured, and faculty distributions by rank. An imbalance in staffing patterns in relationship to institutional functions and goals can adversely affect productivity. Colleges and universities need to view their human resources as an asset that can be shaped and realigned to accrue significant long-term payoffs. Staffing patterns should be modified in ways that improve productivity and avoid adverse effects on the quality and effectiveness of institutional functions.

Faculty workloads. Excessively high or low faculty instructional workloads can jeopardize academic productivity. Institutions should evaluate all instructional areas to identify where faculty workloads can be adjusted, especially in relation to changing student demand. Table 10 presents shifts in FTE undergraduate enrollment among major discipline areas at public universities between fiscal years 1983 and 1990. Fiscal year 1983 is the first year that data were submitted using the current discipline area groupings. Shifts in faculty instructional staff-years and in student-faculty ratios are also presented.

Table 10 shows that, on average, public universities had a student-faculty ratio of 24.8 FTE students to one faculty staff-year in fiscal year 1990, down about two percent from fiscal year 1983. Considerable diversity exists among broad discipline groups, however. In general, professional disciplines had lower student-faculty ratios, while traditional liberal arts and sciences disciplines had higher ratios. In addition, areas experiencing declining student demand also showed evidence of reduced faculty effort. One notable exception is engineering, in which student demand declined by eight percent since fiscal year 1983 but faculty staff-years increased by 18 percent. The resulting student-faculty ratio of 17.2 to one is a drop of over 20 percent since fiscal year 1983. Institutions should assure that any declining trends in instructional workloads are evaluated and should consider modifying workload policies when faculty workloads are significantly less than institutional, statewide, or national averages.

Table 8

PROGRAM DEMAND AND CENTRALITY OF UNDERGRADUATE PROGRAMS

	High Program Demand (Over 300 Majors per Program)			Moderate Program Demand (100 to 300 Majors per Program)			Low Program Demand (Less than 100 Majors per Program)		
	Field	Campuses Offering Program		Field	Campuses Offering Programs		Field	Campuses Offering Programs	
			Cost ¹			Cost ¹			Cost ¹
High Centrality (Over 75% of Credit Hours Taken by Non-Majors)	Multi-Interdisciplinary Studies	4	Low	Life Sciences	12	High	Physical Sciences	12	High
				Mathematics	11	Mod	Visual and Performing Arts	12	Mod
				English, Literature, and Speech	12	Low	Foreign Languages and Literature	10	Low
				Social Sciences	12	Low	Philosophy and Religion Area and Ethnic Studies	9 5	Low Low
Moderate Centrality (50% to 75% of Credit Hours Taken by Non-Majors)	Computer Science	10	Mod	Education	12	Mod	Agriculture and Environmental Science	5	High
	Business	12	Low	Communications	10	Low	Recreation and Fitness Studies	5	Mod
	Psychology	12	Low	Home Economics	7	Low	Legal Studies	2	Low
	Accounting	10	Low						
Low Centrality (Less than 50% of Credit Hours Taken by Non-Majors)	Architecture and Urban Planning	2	High	Nursing	6	High	Health Professions and Services	11	High
	Criminal Justice and Fire Science	8	Low	Engineering	5	High	Public Affairs and Social Work	9	Mod
				Engineering Technology	7	Mod			

¹ Costs per FTE Major: High is above 10 percent of state average, moderate is $\pm$ 10 percent of the state average, and low is less than 10 percent of the state average.

Table 9

**FALL 1991 HEADCOUNT EMPLOYMENT AT PUBLIC UNIVERSITIES AND COMMUNITY
COLLEGES BY POSITION, STATUS, TENURE, AND RANK**

	Public Universities		Community Colleges		Total	
	Headcount	Percent of Total	Headcount	Percent of Total	Headcount	Percent of Total
Total Employment	54,113	100.0 %	32,385	100.0 %	86,498	100.0 %
Executive/Administrative/ Managerial	2,966	5.5	1,360	4.2	4,326	5.0
Faculty	12,894	23.8	18,270	56.4	31,164	36.0
Other Professional	8,702	16.1	1,975	6.1	10,677	12.3
Secretarial/Clerical	8,429	15.6	6,339	19.6	14,768	17.1
Other Support	9,750	18.0	4,176	12.9	13,926	16.1
Graduate Assistants	11,372	21.0	265	0.8	11,637	13.5
Faculty and Graduate Assistants	24,266	100.0	18,270	100.0	42,536	100.0
Full-Time	10,070	41.5	4,985	27.3	15,055	35.4
Part-Time	14,196	58.5	13,285	72.7	27,481	64.6
Faculty	10,070	100.0	4,985	100.0	15,055	100.0
Tenured	5,912	58.7	4,114	82.5	10,026	66.6
Untenured	2,180	21.6	774	15.5	2,954	19.6
Other	1,978	19.6	97	1.9	2,075	13.8
Faculty	10,070	100.0	4,985	100.0	15,055	100.0
Professor	3,271	32.5	671	13.5	3,942	26.2
Associate Professor	2,491	24.7	791	15.9	3,282	21.8
Assistant Professor	2,720	27.0	587	11.8	3,307	22.0
Instructors	460	4.6	2,238	44.9	2,698	17.9
Lecturers	208	2.1	33	0.7	241	1.6
Other Faculty	920	9.1	665	13.3	1,585	10.5

Source: Fall 1991 Equal Employment Opportunity Commission EEO6 Survey

Table 10

FULL-TIME EQUIVALENT STUDENT ENROLLMENT AND DIRECT AND INDIRECT
INSTRUCTIONAL FACULTY STAFF-YEARS AT PUBLIC UNIVERSITIES: FY1983 AND FY1990
(sorted by students per faculty staff-year)

Discipline Area	FY1990 FTE Students	Percent Change Since FY1983	FY1990 Instructional ¹ Faculty Staff-Years	Percent Change Since FY1983	FY1990 FTE Students Per Faculty Staff-Year	Percent Change Since FY1983
Nursing	865	22.9 %	89.4	33.6 %	9.7	-7.6 %
Other	1,012	-8.2	70.5	-4.1	14.4	-4.0
Engineering	4,603	-8.3	267.4	17.9	17.2	-22.2
Architecture and Environmental Design	954	-18.0	53.4	-13.2	17.9	-5.3
Teacher Preparation (by level)	2,173	11.9	112.1	3.9	19.4	7.8
Foreign Languages	4,513	6.9	230.6	13.9	19.6	-5.8
Letters	10,262	10.6	501.0	14.4	20.5	-3.3
Fine and Performing Arts	8,841	-3.9	426.7	-11.0	20.7	7.8
School Psychology, Special Education, and Counseling	1,580	-7.0	76.3	-14.7	20.7	8.9
Agriculture	1,263	-29.5	60.2	-34.0	21.0	6.6
Health Sciences and Allied Health	1,846	18.3	87.6	3.5	21.1	14.7
Curriculum and Instruction and Ed. Administration	1,950	18.2	91.4	-8.9	21.3	29.1
Engineering Technologies	1,455	-26.6	68.5	-21.2	21.3	-6.6
Physical Sciences	7,981	-13.6	369.2	-5.4	21.6	-8.9
Life Sciences	5,379	-8.0	246.4	-3.8	21.8	-4.4
Teacher Preparation (by subject)	6,078	-2.6	277.7	-11.4	21.9	10.1
All Other Education	969	3.1	42.6	-18.6	22.7	26.8
Area and Ethnic Studies	533	21.9	22.7	17.5	23.5	3.5
Computer and Information Sciences	2,889	-22.6	121.1	4.6	23.9	-26.0
Multi/Interdisciplinary	1,442	57.5	58.4	71.4	24.7	-8.2
Home Economics	2,078	-9.2	81.5	-18.8	25.5	11.8
Rhetoric, Speech, Debate, and Forensics	3,249	24.1	123.5	18.0	26.3	5.2
Parks and Recreation	688	22.9	25.6	-6.2	26.9	31.2
Communication and Communication Technology	3,814	8.9	134.1	8.1	28.5	1.1
Public Affairs/Protective Sciences	2,505	7.0	87.7	-4.5	28.6	12.2
Mathematics	9,989	-13.5	346.0	2.8	28.9	-15.7
Business and Management	9,126	-12.0	293.2	2.3	31.1	-14.1
Philosophy, Religion, and Theology	2,860	13.0	89.0	4.9	32.1	7.7
Accounting, Finance, and Banking	5,443	-9.0	162.9	-4.4	33.4	-4.8
Social Sciences	20,073	7.1	569.8	-2.7	35.2	10.0
Psychology	6,535	7.4	183.0	6.0	35.7	1.4
Legal Studies	284	59.5	7.3	25.1	39.0	27.0
All Disciplines	133,231	-1.6 %	5,376.5	-0.1 %	24.8	-1.6 %

¹ Includes direct and indirect instructional effort.

Source: Public Universities Faculty Credit-Hour Studies

Time patterns. Institutions should analyze the intensity and flexibility of academic calendars and schedules in relation to the effective use of student and faculty time, facilities, and institutional resources. Institutions should consider shortening vacation schedules and semester breaks and modifying academic calendars so that students can pursue coursework on a year-round basis and institutional facilities and resources are effectively utilized.

Faculty scholarship and renewal. Providing high quality instruction, research, and public service requires that faculty members keep abreast of knowledge in their field, actively engage in scholarship, and be provided with opportunities to renew intellectual curiosity and commitment, as well as teaching and research skills. Institutions should reexamine their policies related to faculty development and sabbaticals to ensure that they are effectively supporting scholarship and faculty renewal goals and that expenditures for faculty scholarship and renewal are in balance with direct instructional, research, and public service expenditures.

Academic support and technologies. Opportunities for productivity improvements may be identified by analyzing the effectiveness of academic support capabilities such as laboratories, library holdings, and the use of technology such as computer and telecommunications networks. For example, the use of telecommunication networks holds the promise of increasing productivity by allowing faculty members to simultaneously teach on- and off-campus students. A collateral benefit is realized by cutting travel costs associated with traditional means of providing off-campus instruction. Institutions should examine trends in resource commitments to academic support functions and technologies and reverse trends that are not promoting increased academic productivity.

Consolidation of programs. Colleges and universities have an opportunity to focus instructional offerings and thereby improve productivity by consolidating units with low levels of activity (i.e., low enrollments or low levels of research or public service expenditures) with other units on a campus or statewide basis. Institutions should eliminate or consolidate formally organized academic units or off-campus sites that have low levels of direct expenditures in relation to overhead costs, that are less central to the mission of the institution, and whose services are provided effectively elsewhere in the state.

Organizational structures and processes. Productivity can be improved and savings reallocated by streamlining academic processes and procedures and by establishing cooperative arrangements between academic units and with other institutions to share resources. Institutions, systems, and the Board of Higher Education should refine and streamline academic review and approval processes. Colleges and universities should expand resource sharing across academic units and with other institutions at off-campus sites.

Productivity of Administrative Functions

Administrative functions are designed to support and make more productive the primary functions of the institution: instruction, research, and public service. Productivity improvements in administrative and support functions are crucial to the overall productivity improvement of the institution and higher education statewide. The following guidelines are exemplary of those that should be used to improve productivity of administrative units and administrative functions that are carried out by multiple administrative and academic units.

Administrative and support functions at public universities and community colleges now consume more than half the annual state appropriations to these sectors. Institutions should evaluate administrative functions for their extent and effectiveness in supporting the primary missions of institutions: instruction, research, and public service. An indicator of low administrative productivity is a high ratio of administrative expenditures compared with expenditures for other functions. Table 11 displays fiscal year 1990 expenditures for administrative and support functions at public universities,

Table 11

PUBLIC UNIVERSITY EXPENDITURES FROM STATE APPROPRIATED
FUNDS FOR ADMINISTRATION AND SUPPORT FUNCTIONS IN RELATION
TO INSTRUCTIONAL, RESEARCH, AND PUBLIC SERVICE EXPENDITURES
FISCAL YEAR 1990

	Expenditures (\$000)	Expenditures Per Thousand Instructional, Research, And Public Service Dollars
<u>Administration and Support Subtotal</u>	<u>\$ 683,135.7</u>	<u>\$ 1,031</u>
<u>Administration</u>	<u>293,047.4</u>	<u>442</u>
Executive Administration	40,956.4	62
Academic Administration	60,675.3	92
Financial Services	22,581.8	34
Departmental Administration	88,828.2	134
General Services	57,988.7	87
Financial Aid Administration	8,445.3	13
Student Services Administration	7,230.0	11
Superintendence of O & M	6,341.7	10
<u>Student Services</u>	<u>56,857.3</u>	<u>86</u>
Admissions and Records	25,517.8	39
Social/Cultural Development	9,445.5	14
Health/Medical Services	2,334.6	4
Counseling/Career Services	8,874.7	13
Student Financial Assistance	3,761.5	6
Intercollegiate Athletics	6,923.2	10
<u>Other Support</u>	<u>138,975.2</u>	<u>210</u>
Academic Support	9,002.7	14
Library Services	62,349.9	94
Hospital/Patient Services	47,686.6	72
Public Relations	14,606.6	22
Public Service Support	5,329.4	8
<u>O & M of Physical Plant</u>	<u>194,255.8</u>	<u>293</u>
All Other Expenditures	<u>663,127.8</u>	<u>1,001</u>
Total Expenditures	<u>\$ 1,346,263.5</u>	<u>\$ 2,031</u>

Source: Public University RAMP

and Table 12 displays similar data for community colleges. In addition, the tables display these expenditures as a ratio of instructional, research, and public service expenditures.

In fiscal year 1990, public universities expended \$683 million on administrative and support functions. This averaged \$1,031 for every one thousand dollars expended for instruction, research, and public service. Community colleges expended about \$430 million, which averaged \$1,297 for every one thousand dollars in instruction and public service expenditures.

Centrality. Institutions should consider eliminating or reducing administrative units and functions that are peripheral to their primary mission. Institutions also should reduce or eliminate state funds that support such units, particularly when state expenditures per student or per faculty staff-year significantly exceed the statewide average.

Breadth of Functions. Growth in administrative functions can contribute to low productivity. Institutions should examine the breadth of activities carried out within and across administrative units. One indicator of potential low productivity in administrative functions is differential growth with respect to enrollment or instructional, research, and public service expenditures. Institutions should consider reducing administrative units and functions that have grown excessively in recent years, particularly when state expenditures per student or per instructional, research, and public service dollar significantly exceed the statewide average.

Redundancy of Functions. Institutions should analyze the extent to which services are unnecessarily duplicated across administrative and academic units. Institutions, systems, and the Board of Higher Education should eliminate or consolidate functions that are redundantly provided by different administrative units.

Efficiency of Operations. The productivity of administrative and support functions, perhaps more so than academic functions, can be improved by streamlining operations and by capitalizing upon new technologies. Institutions should carry out comparative analyses of support costs across academic and administrative units and should incorporate efficiencies and technologies employed in relatively low overhead units to reduce costs in relatively high overhead units.

Productivity of State-level Processes

Effectiveness of state-level processes and reporting requirements. Productivity improvements are possible by consolidating, reorienting, automating, or reducing the various processes and information reporting requirements at all levels of higher education. The staff of the Board of Higher Education will work with the governing boards and campuses to analyze changes that need to be implemented in statewide higher education administrative functions (i.e., program review, program approval, budget development, and information systems) to improve productivity.

Effectiveness of state-level regulatory requirements. Productivity improvements may also be achieved by reducing unnecessarily duplicative or inefficient regulatory procedures and requirements. The staff of the Board of Higher Education will work with governing boards and campuses to identify productivity improvements that can be achieved through modification of state government policies and procedures.

Next Steps

Most colleges and universities have already begun to address productivity improvement issues in some areas described in the above guidelines. Many colleges and universities have made substantial productivity improvements, as well. All colleges and universities should expand their productivity

Table 12
COMMUNITY COLLEGE EXPENDITURES
FOR ADMINISTRATION AND SUPPORT FUNCTIONS IN RELATION
TO INSTRUCTIONAL AND PUBLIC SERVICE EXPENDITURES
FISCAL YEAR 1990

	Expenditures (\$000)	Expenditures Per Thousand Instructional And Public Service Dollars
<u>Administration and Support Subtotal</u>	<u>\$ 430,138.9</u>	<u>\$1,297</u>
<u>Administration</u>	<u>235,783.6</u>	<u>711</u>
System Administration	1,428.7	4
General Administration	46,190.7	139
Academic Administration and Planning	61,638.9	186
Direct Department Administration	51,054.6	154
Administrative Data Processing	20,417.5	62
General Institutional Support	55,053.2	166
<u>Student Services</u>	<u>61,090.7</u>	<u>184</u>
Student Services	58,605.7	177
Auxiliary Services Subsidy	2,485.0	7
<u>Other Support</u>	<u>27,556.8</u>	<u>83</u>
Library/Learning Resource	27,556.8	83
<u>O & M of Physical Plant</u>	<u>105,707.8</u>	<u>319</u>
Building Rental	3,065.0	9
Building Repair	9,533.8	29
Operations and Maintenance	93,109.0	281
All Other Expenditures	338,231.1	1,020
Total Expenditures	<u>\$ 768,370.0</u>	<u>\$2,317</u>

Sources: ICCB Unit Cost Study and Comptroller Reports

improvement efforts to encompass the areas identified in this report, as well as to continue efforts that are currently underway.

Based upon discussions at the March meeting of the Board of Higher Education, staff will work with the staffs of the Illinois Community College Board, governing boards, and campuses to extend and refine the analytical work and guidelines presented in this report. The staff will also meet with systems and sectors to review productivity improvement efforts and plans and to share perspectives on where productivity improvements can be made.

In cooperation with others, the staff will analyze Board of Higher Education processes and reporting requirements and will recommend to the Committee of the Whole the changes that need to be made. A report and recommendations will be presented to the Committee in the coming months. The staff will also work with systems and campuses to identify modifications to state policies and procedures that would improve productivity in higher education and to develop plans and strategies for working with the appropriate areas of state government to effect these changes.

During the summer 1992, the staff will continue to work with systems and campuses to support their identification of short-term productivity improvements and to provide statewide perspectives on opportunities to improve productivity. More targeted and specific analytical work will be conducted where warranted.

Colleges and universities will be asked to describe their short-term productivity improvement decisions and longer term plans. Staff will analyze these decisions and plans and summarize them in a "Statewide Productivity Report" which will be presented to the Board in November 1992. As part of this report, the staff will also present recommendations to the Committee of the Whole for making productivity improvements from a statewide perspective. This report will serve as a basis for fiscal year 1994 budget development, as well as for developing a long-term plan for continuing productivity initiatives in Illinois higher education.

This report focuses on productivity improvements in five key areas: instruction, research and public service, overall academic functions, administrative functions, and state policies affecting higher education. It will be necessary in the long-term to enlarge the scope of productivity improvement efforts in Illinois higher education. Specifically, priorities in such areas as student financial aid and higher education grant programs will also need to be addressed during the coming months.